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ABSTRACT

Descriptive data on the employment, socioeconomic backgrounds, educational aspirations, and college evaluations of 1984 baccalaureate graduates of the University of North Carolina (UNC) are presented for about 1 year after graduation. Graduates' characteristics are reported, including race, sex, parents' educational level, and income. Also covered are financial aid and indebtedness, major field of study, satisfaction with various aspects of their education, graduates' current activities, employed graduates' earnings, location of employment, and occupation and job satisfaction. For the 5% of the 1984 graduates who were unemployed at the time of the survey, reasons for their current joblessness are identified. For the 13% of the graduates continuing their education, information is provided on: program of study, location of institutions, source of income for financing education, undergraduate preparation, and anticipated employment. Finally, comparisons of data from 1974, 1979, and 1984 surveys are presented, along with a discussion of trends of UNC graduates over 10 years. Policy implications and suggestions for future research are also included, along with the questionnaire. (SW)

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THE CLASS OF 1984: EARLY CAREERS OF GRADUATES FROM THE SIXTEEN CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

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NE 020 184

The University of North Carolina
General Administration
Chapel Hill, North Carolina
October 1986

FOREWORD

The College Graduate Survey of 1984 was designed to provide descriptive data on the activities of recent baccalaureate degree recipients from the sixteen constituent institutions of the University of North Carolina. The study, conducted approximately one year after graduates earned their degrees, reports on the current activities of the graduates, their educational and family backgrounds, and their evaluations of the effectiveness of their college experience.

Studies such as these have become more common as states and institutions seek to measure the accomplishments of their graduates and the successes of their educational programs. As these studies proliferate, readers should be reminded that many of the outcomes of a college education are intangible and unmeasurable. Other outcomes, although theoretically measurable, require years of observation before realistic measures can be derived and analyzed. A survey conducted at a single point in time provides rich comparative data but cannot lead to rankings or definitive evaluations of institutions and their programs.

With this caveat stated, the reader is invited to consider the responses of a sample of UNC graduates who received baccalaureate degrees in spring 1984.

The study was directed by Mary Ellen Taylor.

C. D. Spangler, Jr.
President

ACKNOWLEDGEMENTS

This study was a collaborative effort with several people providing expertise through the long process of study design, data collection and preparation of the report. I would like to thank Gary Barnes and Roy Carroll (UNC-GA) who provided guidance, technical advice and good humor. Robert Hill and Preston Davis (UNC-GA) applied their extensive programming wizardry to the data and created order out of a large and complicated dataset. Arthur Padilla, Lloyd V. Hackley, Linda Balfour (UNC-GA) and Mickey Burnim (NCCU) made helpful suggestions during the writing of the report. Bettie Sadler provided project assistance, especially during data collection, and Jennifer Granger was responsible for preparing the manuscript.

THE UNIVERSITY OF NORTH CAROLINA
1984 COLLEGE GRADUATE SURVEY

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THE CLASS OF 1984:
EARLY CAREERS OF GRADUATES FROM THE SIXTEEN CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

INTRODUCTION

The past decade has been marked by slow but significant changes in higher education. Enrollment growth has slowed, participation by minorities, women, part-time and older students has expanded, and the undergraduate curriculum has evolved toward an emphasis on the 'professions' in response to a new career-mindedness among students. As students' interests and educational expectations shift, colleges and universities feel pressure to be responsive. At the same time, state governing bodies and the higher education community have increased calls for institutional accountability and for more program assessment.

Given these changes, it is necessary for The University to take stock occasionally of its enterprise – to study its own performance. One measure of that performance is the satisfaction of its graduates with their educational and post-graduation experiences. That is the focus of this study.

The data gathered for this report are taken from a random sample of spring 1984 graduates of each of the sixteen constituent institutions in The University. Only bachelor's degree recipients were included. The survey is the third such survey conducted by The University since The Board of Governors was established in 1972. The first covered the graduates of 1974; the second the graduates of 1979. In each survey, a core of questions was repeated in order to permit some trend analysis. Thus, the impact of many changes within the higher education community over the past decade will be reflected in the comparisons of the responses of the three graduating classes.

In addition to this core of questions, the 1984 survey questionnaire included items about high school preparation and performance, time taken to complete the degree, work experience, and financial support while in college, levels of indebtedness from college loans, and the previous work experiences of graduates who reported being unemployed at the time the survey was conducted.

SURVEY DESIGN

The sample of spring 1984 graduates of the sixteen campuses of The University was drawn randomly from an eligible population of 10,341.[1] The sampling rate was one out of four; the total number in the sample was 2,597.[2]

The selected graduates were initially mailed a letter under the signature of the President, asking them to agree to participate in the survey.[3] Graduates were asked to return a postage-paid form declaring their willingness to take part in the study and indicating any corrections to names or addresses (see Appendix B).

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[1]The eligible population consists of all bachelor's degree recipients in the spring of 1984 reporting U.S. addresses. The duplicate degree for those graduates with more than one degree was eliminated.

[2]Only a brief description of survey design and response rate is presented here. Detailed information including tables showing response rate by institution, by type of institution, and by race and sex are in Appendix A. Comparative percentage distributions for original sample and for respondents by race, sex and major field of study are also presented in Appendix A.

[3]An advance notice letter was used to improve response rate, as demonstrated in many survey results tests. (Erdos, P. L. "Professional Mail Surveys" McGraw-Hill, New York, 1970)

As the advance notice letters were returned, questionnaires were mailed to graduates who agreed to participate. Since most of the graduates had changed the addresses listed with their institutions, the use of advance notice letters saved a significant amount of postage by allowing the acquisition of new addresses before the costly mailing of the questionnaires. In addition to the letter, extensive telephone follow-up helped to locate sample members who could not be reached through the mail.

The overall response rate to the survey was 72% (1,864 out of 2,597) varying by institution from a high of 84% from UNC-Asheville to a low of 46% from the graduates of NC Central University.

OUTLINE OF THE REPORT

Chapter I contains a descriptive review of the characteristics of the graduates: race, sex, parents' education level and income. Information on the graduates' high school and college experience is examined. New data on financial aid and indebtedness, major field of study, satisfaction with various aspects of their education, and the graduates' current activities are highlights of the chapter. Chapter II discusses the graduates participation in the labor force. Data about the employed graduates' earnings, location of employment, occupation and job satisfaction are described. Five percent of the 1984 graduates were unemployed at the time they responded – the reasons for their current joblessness, including homemaking, are presented. Chapter III contains descriptive data about the 13% of the graduates continuing their education. Included are: program of study, location of institutions, source of income for financing education, undergraduate preparation and anticipated employment. Chapter IV presents comparisons of the data from the 1974, 1979 and 1984 graduates. A discussion of the trends of UNC graduates over ten years is included. Chapter V contains a summation of major findings, policy implications and suggestions for further research. Appendices follow Chapter V.

CHAPTER I
PROFILES OF THE GRADUATES

PREFACE

The survey instrument for the Class of 1984 was divided into four sections (see Appendix C). All graduates were asked to complete Section A, a collection of questions about the graduates' current activities, family backgrounds, high school and college experiences, and satisfaction with the quality of services provided by their institutions. The graduates answered the appropriate second section of the questionnaire, depending on their primary current activity: employed graduates completed Section B; those continuing their education completed Section C; and homemakers or unemployed graduates completed Section D. Another section invited the graduates to comment on their education and post-graduation activities.

This chapter will present the responses to Section A. The data, where presented by type of institution, refer to the classification of the sixteen institutions as they existed in the spring of 1984:

(1) *Research Universities I*
North Carolina State University (NCSU)
University of North Carolina at Chapel Hill (UNC-CH)

(2) *Doctoral Granting Universities II*
University of North Carolina at Greensboro (UNC-G)

(3) *Comprehensive Universities I*
Appalachian State University (ASU)
East Carolina University (ECU)
North Carolina Agricultural and Technical State University (NCA&T)
North Carolina Central University (NCCU)
University of North Carolina at Charlotte (UNC-C)
Western Carolina University (WCU)

(4) *Comprehensive Universities II*
Elizabeth City State University (ECSU)
Fayetteville State University (FSU)
Pembroke State University (PSU)
University of North Carolina at Asheville (UNC-A)
University of North Carolina at Wilmington (UNC-W)
Winston-Salem State University (WSSU)

(5) *Schools of Art, Music and Design*
North Carolina School of the Arts (NCSA)

Note: The population, sample and number of respondents from NCSA were few thereby indicating a large standard error. To avoid statistically misleading results, the NCSA data are included in the *totals* for the entire population of graduates but not displayed in the report separately, by type of institution.

GENERAL CHARACTERISTICS

Of the 10,341 graduates in the population, 80% were white, 18% were black, and 2% were individuals of other ethnic backgrounds. Over half the population (55%) were women, 45% were men. Within the racial categories, there were significantly more black women than men (62% to 38%) and more white women than men (54% to 46%), but the other ethnic category was evenly divided (50% each) between men and women.

The first item on the questionnaire[1] sought information about the graduates' primary activity approximately one year after graduation.[2] A large majority (81.5%) of the graduates were employed[3], 12.6% of the graduates were continuing their education, and the remaining 5.9% were either unemployed or working as homemakers. Table 1[4] illustrates that these proportions varied considerably between the graduates of the Arts and Sciences programs and Professional programs. There were three times as many Arts and Science graduates as Professional graduates continuing their education. The proportions of employed graduates varied less between men and women and among racial groups, with the most marked differences being the percentage of blacks unemployed (12.5%) as compared to whites (4.6%) and the number of women (9.9%) continuing their formal education as compared to men (16.2%).

TABLE 1 PRIMARY ACTIVITY OF GRADUATES BY RACE, SEX, AND MAJOR PROGRAM

	RACE			SEX		MAJOR PROGRAM		
PRIMARY ACTIVITY	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS/SCI	PROF	ALL
EMPLOYED	78.5%	82.1%	79.1%	80.0%	82.6%	70.4%	87.9%	81.5%
CONTINUING EDUCATION	9.0%	13.3%	13.9%	16.2%	9.9%	21.9%	7.2%	12.6%
OTHER	12.5%	4.6%	7.0%	3.8%	7.5%	7.7%	4.9%	5.9%
WGT N=	1,660	8,301	154	4,333	5,783	3,697	6,419	10,116

NOTE: 23 unidentified respondents are missing from the above numbers. The unidentified respondents completed a questionnaire, but did not provide their social security number – therefore the data are incomplete on these 23 graduates, with race, sex, and major field of study unknown.

Graduates of the Research I institutions were nearly twice as likely to be enrolled in post-baccalaureate study as were graduates of Doctoral II, Comprehensive I or Comprehensive II institutions (see Table 2).

---

[1]See Appendix C

[2]The numbers that appear in all the tables in the report were weighted by institution. The purpose of weighting is to estimate population counts on the basis of sample counts. The weight applied to a respondent's data is equal to the ratio of the number of persons in the population with his or her characteristics to the number of persons in the sample with these characteristics. Implicit in this weighting procedure is an assumption that the respondents are representative of the population subgroup from which they were drawn.

[3]Employed graduates were defined as having either full or part-time employment or serving in the military.

[4]Numbers presented as tenths may not add to 100% due to rounding in the computer program.

TABLE 2 PRIMARY ACTIVITY OF GRADUATES BY TYPE OF INSTITUTION

PRIMARY ACTIVITY	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
EMPLOYED	78.7%	85.9%	84.0%	79.3%	81.2%
CONTINUING EDUCATION	17.5%	9.4%	9.6%	9.5%	12.8%
OTHER	3.8%	4.7%	6.4%	11.2%	6.0%
WGT N=	3,850	830	4,161	1,324	10,237

EDUCATIONAL ASPIRATIONS

The activities of the graduates at the time of the survey present an interesting contrast with their educational aspirations. Despite the low proportion of graduates from Comprehensive II institutions who were continuing their education (9.5%), Table 3 shows that they reported the highest educational aspirations with 24.0% of those graduates expecting to complete a doctorate. Few graduates (7.2%) of professional programs were continuing their education, but 78.0% reported that they expected to receive an advanced degree. A larger proportion of men than women were in graduate school (Table 1): 16.2% to 9.9%, but more women than men expected to pursue an advanced degree (Table 4).

TABLE 3 EDUCATIONAL ASPIRATIONS OF GRADUATES BY TYPE OF INSTITUTION

HIGHEST DEGREE EXPECTED TO COMPLETE	RESEARCH I	DOCTORAL I	COMP I	COMP II	ALL
NO FURTHER STUDY	20.7%	15.5%	14.6%	8.0%	16.1%
BACHELOR'S	2.0%	1.4%	1.5%	0.8%	1.6%
MASTER'S	50.2%	58.8%	59.4%	58.1%	55.7%
PROFESSIONAL*	13.0%	4.7%	7.8%	6.9%	9.3%
DOCTORATE	12.2%	15.5%	14.9%	24.0%	15.2%
OTHER	1.9%	4.1%	1.8%	2.2%	2.1%
WGT N=	3,856	825	4,152	1,306	10,209

*First Professional degrees include: Law, Medicine, Dentistry, Veterinary Medicine and Pharmacy.

In comparing race, Table 4 shows that the proportions of blacks and whites with aspirations for completing a master's degree were very nearly the same. Graduates of other ethnicity had a slightly smaller proportion expecting to earn a master's degree than did blacks or whites, but had the highest proportion of all races (13.6%) expecting to earn a first professional degree. Blacks were twice as likely as whites to expect to complete a doctorate. For the entire class, over half planned to complete a master's degree, about ten percent planned to complete a first professional degree and about fifteen percent planned to complete a doctorate.

TABLE 4 EDUCATIONAL ASPIRATIONS OF GRADUATES BY RACE, SEX, AND MAJOR PROGRAM

HIGHEST DEGREE EXPECTED	RACE			SEX		MAJOR PROGRAM		
	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS/SCI	PROF	ALL
NO FURTHER STUDY	3.9%	18.6%	10.4%	17.9%	14.7%	12.1%	18.4%	16.1%
BACHELOR'S	0.7%	1.8%	0.0%	1.2%	1.9%	1.7%	1.5%	1.6%
MASTER'S	56.0%	55.8%	53.2%	52.8%	58.0%	48.5%	60.1%	55.8%
PROFESSIONAL	11.6%	8.6%	13.6%	9.9%	8.7%	14.6%	6.0%	9.2%
DOCTORATE	26.0%	13.0%	22.8%	16.7%	14.2%	21.2%	11.9%	15.3%
OTHER	1.8%	2.1%	0.0%	1.5%	2.5%	2.0%	2.1%	2.0%
WGT N=	1,635	8,305	154	4,314	5,780	3,704	6,390	10,094

BACKGROUND INFORMATION

Slightly more than half of the 1984 graduates were first generation college graduates. Table 5 shows that graduates of Comprehensive II institutions were about twice as likely to come from families in which neither parent held a college degree as were graduates of the Research I institutions. Of all the graduates, Research I students had the greatest proportion of parents with college degrees.

TABLE 5 PARENTS' EDUCATION BY GRADUATES' TYPE OF INSTITUTION

PARENTS WITH COLLEGE DEGREE	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
NEITHER PARENT	38.0%	55.1%	56.1%	72.2%	51.0%
BOTH PARENTS	34.5%	21.8%	17.4%	13.6%	23.9%
ONLY MOTHER	6.8%	5.4%	9.8%	4.7%	7.7%
ONLY FATHER	20.7%	17.7%	16.7%	9.5%	17.4%
AT LEAST ONE PARENT	62.0%	44.9%	43.9%	27.8%	49.0%
WGT N=	3,851	819	4,144	1,329	10,213

Table 6 shows that 74.2% of the black graduates had neither parent with a college degree as compared to 46.6% of whites. Black graduates were more likely to have a college educated mother than father, the reverse was true for the white graduates. Over one-fourth of the white graduates came from families where both parents held college degrees. One-fifth of the graduates of other ethnicity reported both parents held degrees, while slightly over one-tenth of the black graduates came from such families. These same black graduates report high educational aspirations (see Table 4), with only 3.9% planning no further study which represents the lowest proportion of all races who expect to end their education at the baccalaureate level. The proportion of men and women with college educated parents was somewhat higher for Arts and Sciences graduates than for Professional program graduates.

TABLE 6 PARENTS' EDUCATION BY GRADUATES' RACE, SEX, AND MAJOR PROGRAM

PARENTS WITH COLLEGE DEGREE	RACE			SEX		MAJOR PROGRAM	
	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS/SCI	PROF
NEITHER PARENT	74.2%	46.6%	62.7%	49.0%	52.8%	47.6%	53.3%
BOTH PARENTS	10.6%	26.6%	19.4%	24.9%	23.2%	28.3%	21.4%
ONLY MOTHER	8.8%	7.5%	0.0%	8.7%	6.9%	5.8%	8.7%
ONLY FATHER	6.4%	19.3%	17.9%	17.4%	17.1%	18.3%	16.6%
AT LEAST ONE PARENT	25.8%	53.4%	37.3%	50.9%	47.2%	52.4%	46.7%
WGT N=	1,610	8,333	149	4,295	5,797	3,703	6,389

FAMILY INCOME AND EDUCATION

The relationship between a college education and income is illustrated in Table 7 where family income of the graduates was examined in terms of parents' education. Slightly over one-fourth of the families in which neither parent had a college degree reported incomes that fell below $15,000[5] compared to only 4.4% of the families in which at least one parent held a degree. The median income of the no college parents was $24,913; the median income of the families with at least one college educated parent was $44,546. College educated families were nearly four times more likely to report income over $50,000 than were families where neither parent graduated from college.

TABLE 7 PARENTS' FAMILY INCOME FOR 1984 GRADUATES BY PARENTS' EDUCATION

FAMILY INCOME	NEITHER PARENT A COLLEGE GRADUATE	AT LEAST ONE PARENT A COLLEGE GRADUATE
LESS THAN $10,000	10.3%	1.5%
$10,000-$15,000	10.4%	2.1%
$15,001-$20,000	8.3%	3.2%
$20,001-$25,000	11.6%	4.7%
$25,001-$30,000	10.3%	6.8%
$30,001-$40,000	13.1%	15.7%
$40,001-$50,000	8.1%	14.9%
GREATER THAN $50,000	8.7%	32.6%
DON'T KNOW	19.2%	18.5%
WGT N=	4,971	4,829
MEDIAN INCOME	$24,913	$44,546

The income distribution of graduates' parents also varied by type of institution the graduate attended (Table 8). Graduates of Research I institutions reported the highest family income, which was consistent with the higher levels of education of the parents of those graduates.

[5]Calculations based on reported family incomes; family incomes of graduates who responded "don't know" were omitted.

TABLE 8 PARENTS' INCOME FOR 1984 GRADUATES BY TYPE OF INSTITUTION

PARENTS' INCOME	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
LESS THAN $10,000	2.5%	4.9%	6.8%	14.5%	6.0%
$10,001-$15,000	4.6%	8.4%	7.3%	8.1%	6.4%
$15,001-$20,000	4.3%	6.3%	6.6%	8.0%	5.8%
$20,001-$25,000	7.1%	11.2%	8.7%	7.1%	8.1%
$25,001-$30,000	7.9%	8.4%	8.8%	10.7%	8.8%
$30,001-$40,000	15.2%	13.3%	15.2%	8.9%	14.2%
$40,001-$50,000	12.3%	13.3%	12.2%	6.0%	11.4%
GREATER THAN $50,000	29.0%	17.5%	15.4%	12.1%	20.4%
DON'T KNOW	17.1%	16.8%	19.0%	24.6%	18.9%
WGT N=	3,762	797	3,987	1,296	9,912
MEDIAN INCOME	$39,901	$31,848	$31,514	$25,000	$33,841

The median income for families of black graduates was $18,531 compared to $36,985 for white families (see Table 9). The proportion of graduates who reported family income of $25,000 or less, was 64.6% for blacks, 26.2% of the whites and 48.3% for graduates of other ethnicity.

TABLE 9 PARENTS' INCOME (PERCENTAGE DISTRIBUTION) FOR 1984 GRADUATES BY ETHNIC BACKGROUND

	RACE		
PARENTS' INCOME	BLACK	WHITE	OTHER
LESS THAN $10,000	19.6%	3.4%	8.3%
$10,001-$15,000	13.9%	4.8%	12.2%
$15,001-$20,000	9.7%	5.1%	8.1%
$20,001-$25,000	8.9%	8.0%	12.0%
$25,001-$30,000	10.4%	8.6%	8.1%
$30,001-$40,000	8.2%	15.4%	5.7%
$40,001-$50,000	6.6%	12.2%	10.0%
GREATER THAN $50,000	3.4%	23.8%	19.6%
DON'T KNOW	19.3%	18.7%	15.9%
WGT N=	1,603	8,058	135
MEDIAN INCOME	$18,531	$36,985	$25,894

MAJOR FIELD OF STUDY

The distribution of majors by sex and race are presented in Tables 10 and 11. Table 10 shows the percentage of men and women who earned degrees in particular disciplines and the proportion of women in each field of study. As with men graduates, the largest proportion of women earned a degree in Business (18.4%) and slightly over half of all graduates in Business were women. The smallest proportion of women earned a degree in Architecture (0.2%).

The major fields of study in which women comprised over half of the field were: Business, Communications, Education, Health Professions, Home Economics, Psychology, Public Affairs and Other. Women comprised almost half of the Biological and Social Science majors. Men comprised over half the total in the following fields: Agriculture, Architecture, Biological Sciences, Computer Science, Engineering, Mathematics, Physical Sciences and Social Sciences.

TABLE 10 MAJOR FIELD OF UNDERGRADUATE STUDY BY SEX

FIELD OF STUDY	PERCENT OF POPULATION IN FIELD OF STUDY			PERCENT WOMEN IN FIELD OF STUDY
	MEN	WOMEN	TOTAL	
AGRICULTURE	3.3%	1.4%	2.2%	35.9%
ARCHITECTURE	1.7%	0.2%	0.8%	12.0%
BIOLOGICAL SCIENCES	4.5%	3.2%	3.7%	49.1%
BUSINESS	24.5%	18.4%	21.0%	50.3%
COMMUNICATIONS	1.8%	3.5%	2.8%	72.5%
COMPUTER SCIENCE	4.2%	2.0%	2.9%	38.4%
EDUCATION	6.9%	12.9%	10.4%	71.5%
ENGINEERING	16.6%	1.7%	8.1%	12.2%
HEALTH PROFESSIONS	3.5%	16.2%	10.8%	86.1%
HOME ECONOMICS	0.2%	5.2%	3.1%	96.5%
MATHEMATICS	3.3%	1.4%	2.2%	35.8%
PHYSICAL SCIENCES	4.9%	1.9%	3.2%	33.9%
PSYCHOLOGY	2.0%	5.0%	3.7%	77.1%
PUBLIC AFFAIRS	2.7%	5.2%	4.1%	71.8%
SOCIAL SCIENCES	12.1%	8.3%	9.9%	47.8%
OTHER	7.7%	13.6%	11.1%	70.4%
ARTS & SCIENCES	38.7%	35.2%	36.7%	55.0%
PROFESSIONAL	61.3%	64.8%	63.3%	58.7%
WGT N=	4,360	5,859	10,219	5,859

Table 11 shows the distribution of majors by race. Of the black graduates, the largest proportion majored in Business; the same was true for whites, but not for graduates of other ethnicity. Blacks were also clustered in Education, Social Sciences and Other major fields. There were no blacks receiving degrees in Architecture; the fields of study with the largest proportion of blacks were Psychology (23.0%), Home Economics (22.0%), Public Affairs (21.7%), Education (21.7%), Biological Sciences (20.0%) and Business (19.6%).

The Arts and Sciences and Professional programs had very nearly the same proportion of blacks and whites. Graduates of other ethnicity, however, were much more likely to major in Arts and Sciences than were whites or blacks which was consistent with their often stated aspirations to seek a first professional degree. See Chapter IV for comparisons of the 1984 graduates' fields of study with the majors of the graduates of 1979 and 1974 and the changing trends over time.

TABLE 11 MAJOR FIELD OF UNDERGRADUATE STUDY BY RACE

FIELD OF STUDY	PERCENT OF POPULATION IN FIELD OF STUDY				PERCENT BLACK IN FIELD OF STUDY
	BLACK	WHITE	OTHER	TOTAL	
AGRICULTURE	1.3%	2.4%	0.0%	2.2%	10.1%
ARCHITECTURE	0.0%	0.9%	3.3%	0.8%	0.0%
BIOLOGICAL SCIENCES	4.6%	3.4%	13.4%	3.8%	20.0%
BUSINESS	25.2%	20.4%	10.6%	21.0%	19.6%
COMMUNICATIONS	0.3%	3.3%	0.0%	2.8%	1.9%
COMPUTER SCIENCE	2.3%	2.9%	9.9%	2.9%	12.6%
EDUCATION	13.7%	9.7%	11.1%	10.4%	21.7%
ENGINEERING	7.2%	8.4%	0.0%	8.0%	14.6%
HEALTH PROFESSIONS	7.3%	11.4%	14.4%	10.8%	11.0%
HOME ECONOMICS	4.2%	2.9%	0.0%	3.1%	22.0%
MATHEMATICS	2.1%	2.3%	0.0%	2.2%	15.8%
PHYSICAL SCIENCES	1.8%	3.4%	6.9%	3.2%	9.4%
PSYCHOLOGY	5.2%	3.4%	3.8%	3.7%	23.0%
PUBLIC AFFAIRS	5.5%	3.9%	3.8%	4.1%	21.7%
SOCIAL SCIENCES	10.2%	9.8%	14.1%	9.9%	16.9%
OTHER	9.1%	11.5%	8.8%	11.0%	13.5%
ARTS & SCIENCES	35.4%	36.6%	56.9%		15.8%
PROFESSIONAL	64.6%	63.4%	43.1%		16.7%
WGT N=	1,673	8,392	154	10,219	1,673

The choice of major field of study is an important and difficult decision. Most students probably declare their choice of major field as sophomores or rising juniors after completing general college coursework. However, some students are able to declare their majors earlier, before they have had the opportunity to explore what the field requires. The 1984 graduates were asked how many times they changed their major fields while working on their degree. Slightly over half, 53.8%, did not change their majors during the course of study for a bachelor's degree. A third of the graduates, 33.1%, changed their majors once; 8.6% changed twice; 3.6% changed three times and a very small proportion, 0.9%, changed their majors four times during their undergraduate study. It is interesting to note that the graduates were asked in another question "If you could begin again, would you choose the same major field of study?" Seventy percent (70.7%) said yes, they would, and 29.3% said no.

ACADEMIC PREPARATION IN HIGH SCHOOL

In 1984, the UNC Board of Governors adopted minimum general undergraduate admissions criteria for the sixteen institutions, effective the fall semester of 1988. In addition to holding a high school diploma or its equivalent, undergraduate applicants in fall 1988 will be required to have successfully completed coursework in high school which includes:

- Four course units in college preparatory English;
- Three course units in Mathematics, including Geometry, Algebra I and Algebra II;
- Two course units in Social Studies, including one unit in U.S. History; and
- Three course units in Science, including at least one unit in a life or biological science and at least one unit in a physical science and at least one laboratory science.

In addition to these requirements, it was recommended that prospective applicants complete at least two course units in one foreign language and take a foreign language unit and a math unit in the twelfth grade.

With these future requirements in mind, the high school preparation of the 1984 graduates was reviewed to determine how many graduates entered college with the strong academic backgrounds that will be required in the future. Ninety-three percent of the graduates completed four years of English, eighty percent completed three math courses, and sixty-two percent met the science requirements. Overall, fifty-three percent of the 1984 graduates met all the math, science and English course requirements to be implemented in 1988.

PATTERNS OF ATTENDANCE

About one-fourth of the 1984 graduates began work on their degree at an institution other than the one from which they graduated. Most of those transfer students were sophomores when they entered the university that awarded their degree.

Table 12 shows that 40 percent of graduates took longer than four years to graduate and the time varied by the graduates' age. For all 1984 graduates, the largest proportion of those twenty-two years old as of May 1984, completed their college program in 4 years or less. Eighty-four percent of those graduates in the 23-24 age group completed their degrees in five or six years and the over 30 age group took the most number of years to complete their program of study leading to a bachelors' degree. Transfer students, (see Table 13) took more time to complete their degrees in every age group.

TABLE 12 GRADUATES' NUMBER OF YEARS TO COMPLETE DEGREE BY AGE – ALL STUDENTS

TIME TO COMPLETE DEGREE	AGE (AS OF MAY 1984)					TOTAL
	22 & UNDER	23-24	25-29	30-34	35 & OVER	
4 YEARS OR LESS	85.9%	9.7%	25.7%	21.9%	25.5%	60.3%
5 YEARS	13.6%	58.1%	10.6%	23.2%	6.4%	22.7%
6 YEARS	0.2%	25.7%	10.5%	1.5%	8.7%	6.7%
7 YEARS AND OVER	0.3%	6.5%	53.3%	53.4%	59.4%	10.3%
WGT N=	6,277	2,064	851	345	391	9,928

TABLE 13 GRADUATES' NUMBER OF YEARS TO COMPLETE DEGREE BY AGE – TRANSFER STUDENTS ONLY

TIME TO COMPLETE DEGREE	AGE (AS OF MAY 1984) 22 & UNDER	23-24	25-29	30-34	35 & OVER	TOTAL
4 YEARS OR LESS	73.6%	5.9%	22.3%	15.7%	17.6%	35.0%
5 YEARS	25.8%	45.9%	9.2%	19.9%	2.1%	25.5%
6 YEARS	0.6%	37.3%	12.2%	2.5%	7.7%	13.8%
7 YEARS OR MORE	0.0%	10.9%	56.3%	61.9%	72.5%	25.7%
WGT N=	923	723	469	203	273	2,591

The differences of time to complete a degree by race are illustrated in Tables 14 and 15. These tables include transfer students only. Black transfer students took more time to earn their degrees than did whites, except in a couple of age groups. In the 25-29 year old age range, 41.6% of the black students completed a degree in less than four years compared to 18.5% of whites. In fact, 58.2% of these white students took seven years or more to complete the degree. In the over 35 year old group, three-fourths of the whites took seven years or more to complete their bachelor's degree compared to half of the black transfer student population.

TABLE 14 GRADUATES' NUMBER OF YEARS TO COMPLETE DEGREE BY AGE – BLACK TRANSFER STUDENTS ONLY

TIME TO COMPLETE DEGREE	AGE (AS OF MAY 1984) 22 & UNDER	23-24	25-29	30-34	35 & OVER	TOTAL
4 YEARS OR LESS	39.3%	15.7%	41.6%	0.0%	50.0%	28.8%
5 YEARS	60.7%	23.7%	8.5%	22.1%	0.0%	24.8%
6 YEARS	0.0%	60.6%	8.2%	0.0%	0.0%	23.3%
7 YEARS AND OVER	0.0%	0.0%	41.7%	77.9%	50.0%	23.1%
WGT N=	55	95	88	26	14	278

TABLE 15 GRADUATES' NUMBER OF YEARS TO COMPLETE DEGREE BY AGE – WHITE TRANSFER STUDENTS ONLY

TIME TO COMPLETE DEGREE	AGE (AS OF MAY 1984) 22 & UNDER	23-24	25-29	30-34	35 & OVER	TOTAL
4 YEARS OR LESS	76.5%	4.5%	18.5%	19.2%	13.4%	36.1%
5 YEARS	22.9%	49.2%	9.8%	17.6%	2.4%	25.4%
6 YEARS	0.6%	33.5%	13.6%	3.0%	8.7%	12.9%
7 YEARS OR MORE	0.0%	12.8%	58.2%	60.1%	75.4%	25.7%
WGT N=	846	617	368	166	241	2,239

INDEBTEDNESS AND STUDENT FINANCIAL AID

Tables 16 and 17 show that over half of the graduates did not take out loans as undergraduates. The largest proportion of those that did borrow money borrowed between one and four thousand dollars. Sixteen percent of the graduates borrowed between $4,000 and $16,000, with few graduates in the upper range of the scale, although about four percent borrowed between $8,000 and $12,000, a substantial sum to repay as a new graduate.

Borrowing trends differed by race, though hardly at all by sex. Fifty-seven percent of black graduates borrowed money for their undergraduate education as compared to thirty-seven percent of white graduates, although blacks tended to borrow smaller amounts.

TABLE 16 GRADUATES' INDEBTEDNESS UPON GRADUATION BY RACE

	RACE				
INDEBTEDNESS AMOUNT	BLACK	WHITE	OTHER	UNKNOWN RACE*	TOTAL
0	42.7%	63.2%	60.4%	57.0%	59.8%
$1-$1,999	26.0%	8.7%	10.5%	8.7%	11.5%
$2,000-$3,999	19.0%	11.4%	6.8%	4.1%	12.5%
$4,000-$5,999	7.5%	7.9%	11.9%	17.3%	8.0%
$6,000-$7,999	2.5%	3.8%	0.0%	8.6%	3.6%
$8,000-$9,999	0.3%	2.2%	3.6%	4.4%	1.9%
$10,000-$11,999	1.3%	1.8%	3.2%	0.0%	1.7%
$12,000-$13,999	0.0%	0.6%	0.0%	0.0%	0.4%
$14,000-$15,999	0.0%	0.2%	3.6%	0.0%	0.3%
$16,000 AND OVER	0.7%	0.2%	0.0%	0.0%	0.3%
TOTAL WGT N=	1,673	8,391	154	121	10,339

*These numbers reflect the indebtedness information for graduates who could not be identified by race, sex or major field of study.

TABLE 17 GRADUATES' INDEBTEDNESS UPON GRADUATION BY SEX

	SEX			
INDEBTEDNESS AMOUNT	MEN	WOMEN	UNKNOWN SEX*	TOTAL
0	60.3%	59.4%	56.9%	59.8%
$1-$1,999	10.0%	12.7%	8.7%	11.5%
$2,000-$3,999	13.5%	11.9%	4.1%	12.5%
$4,000-$5,999	7.7%	8.0%	17.3%	8.0%
$6,000-$7,999	3.2%	3.7%	8.6%	3.6%
$8,000-$9,999	2.3%	1.6%	4.4%	1.9%
$10,000-$11,999	1.8%	1.7%	0.0%	1.7%
$12,000-$13,999	0.6%	0.4%	0.0%	0.4%
$14,000-$15,999	0.2%	0.3%	0.0%	0.3%
$16,000 AND OVER	0.4%	0.3%	0.0%	0.3%
TOTAL WGT N=	4,360	5,859	121	10,339

*These numbers reflect the indebtedness information for graduates who could not be identified by race, sex or major field of study.

The institutions with the largest proportion of graduates who borrowed were the Comprehensive II schools (44.2%), the smallest proportion of borrowers came from the Research I institutions (38.3%), although those graduates borrowed substantial amounts (see Table 18). Generally, the borrowing patterns among the graduates did not differ markedly among the institutions.

TABLE 18 GRADUATES' INDEBTEDNESS UPON GRADUATION BY TYPE OF INSTITUTION

INDEBTEDNESS AMOUNT	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
0	61.7%	60.0%	59.5%	55.8%	59.8%
$1-$1,999	7.8%	12.7%	12.1%	19.7%	11.5%
$2,000-$3,999	11.7%	10.7%	13.8%	11.9%	12.5%
$4,000-$5,999	8.1%	8.7%	8.1%	6.4%	8.0%
$6,000-$7,999	4.5%	2.7%	2.4%	4.2%	3.6%
$8,000-$9,999	2.8%	2.7%	1.4%	0.8%	1.9%
$10,000-$11,999	2.1%	1.3%	1.8%	0.8%	1.7%
$12,000-$13,999	0.5%	0.0%	0.6%	0.0%	0.4%
$14,000-$15,999	0.3%	1.3%	0.0%	0.4%	0.3%
$16,000 AND OVER	0.5%	0.0%	0.3%	0.0%	0.3%
WGT N=	3,876	836	4,209	1,348	10,339

In a related question, the graduates were asked if they received student financial aid. Over half, fifty-three percent, did receive aid during the time they were in college with the majority of those receiving aid in every semester. Table 19 reveals a significant variation in the dependence of black and white graduates on financial aid. For example, more than half of the black graduates received aid in every semester, while more than half of the white graduates received no aid at all.

TABLE 19 GRADUATES' RESPONSES TO THE QUESTION: "DID YOU RECEIVE FINANCIAL AID?" BY RACE

	BLACK		WHITE		OTHER/ UNKNOWN		TOTAL	
RESPONSE	WGT N=	%	WGT N=	%	WGT N=	%	WGT N=	%
YES, EVERY SEMESTER	890	53.2%	1,597	19.0%	83	30.1%	2,570	24.9
YES, DURING MOST SEMESTERS	345	20.6%	1,075	12.8%	36	13.0%	1,456	14.1%
YES, LESS THAN HALF THE SEMESTERS	199	11.9%	1,206	14.4%	42	15.2%	1,447	14.0%
NO/NO RESPONSE	239	14.3%	4,514	53.8%	115	41.7%	4,868	47.1%
WGT N=	1,673		8,392		226		10,341	

Of those students who received aid every semester, 81.4% reported that the aid was based on need and 75.1% of the students receiving aid most semesters reported need-based aid. (Table not shown).

As shown in Table 20, of the black UNC students, 74.4% received need-based financial aid during their undergraduate years compared to 31.5% of the white students. Over half, 59.6% of the students of other racial origin received need-based aid.

TABLE 20 TYPE OF AID RECEIVED BY RACE

	RECEIVED AID					
	NEED-BASED		NOT NEED-BASED		NO AID RECEIVED	
RACE	WGT N=	%	WGT N=	%	WGT N=	%
BLACK	1,245	74.4%	189	11.3%	239	14.3%
WHITE	2,642	31.5%	1,236	14.7%	4,514	53.8%
OTHER	92	59.6%	11	6.9%	52	33.5%
RACE UNKNOWN	42	34.6%	16	13.3%	63	52.1%
WGT N=	4,021	38.9%	1,452	14.0%	4,868	47.1%

An analysis of the self-help experience of UNC graduates (Table 21) reveals that while in school, most of the graduates engaged in several activities to pay for their education. Overall, 27.9% of the graduates borrowed money, worked during the school year and worked in the summer. There were some racial differences in the category: 39.3% of blacks compared to 25.7% of whites used all three means of paying college costs. Very few graduates neither borrowed nor worked during the year or summer (4.3%). About one-third of the graduates did not borrow money, but worked while school was in session and during the summer. A much larger proportion of whites (22.2%) than blacks (8.6%) worked only in the summer and did not borrow money. These patterns illustrate the extent to which undergraduate students at UNC helped put themselves through college.

TABLE 21 GRADUATES' SELF-HELP EXPERIENCE FOR FINANCING UNDERGRADUATE EDUCATION BY RACE
(CONTINUED ON NEXT PAGE)

	RACE			
	BLACK		WHITE	
SELF-HELP EXPERIENCE	WGT N=	%	WGT N=	%
BORROWED-NW-NWS	89	5.3%	112	1.3%
NO BORROW-W-NWS	25	1.5%	139	1.7%
NO BORROW-NW-WS	144	8.6%	1,866	22.2%
BORROWED-W-NWS	60	3.6%	32	0.4%
BORROWED-NW-WS	169	10.1%	945	11.3%
BORROWED-W-WS	657	39.3%	2,154	25.7%
NO BORROW-NW-NWS	77	4.6%	372	4.4%
NO BORROW-W-WS	452	27.0%	2,771	33.0%
TOTAL WGT N=	1,673		8,391	

KEY: NW – No work while school was in session.
W – Work while school was in session.
NWS – No work during summer.
WS – Work during summer.

TABLE 21 *(CONTINUED)* **GRADUATES' SELF-HELP EXPERIENCE FOR FINANCING UNDERGRADUATE EDUCATION BY RACE**

	RACE					
	OTHER		UNKNOWN		TOTAL	
SELF-HELP EXPERIENCE	WGT N=	%	WGT N=	%	WGT N=	%
BORROWED-NW-NWS	0	0.0%	0	0.0%	201	1.9%
NO BORROW-W-NWS	6	3.8%	0	0.0%	170	1.7%
NO BORROW-NW-WS	21	13.6%	21	17.4%	2,053	19.9%
BORROWED-W-NWS	6	3.6%	6	4.8%	103	1.0%
BORROWED-NW-WS	29	18.9%	5	4.4%	1,148	11.1%
BORROWED-W-WS	37	23.8%	42	34.4%	2,889	27.9%
NO BORROW-NW-NWS	0	0.0%	0	0.0%	449	4.3%
NO BORROW-W-WS	56	36.3%	47	39.0%	3,326	32.2%
TOTAL WGT N=	155		120		10,339	

KEY: NW – No work while school was in session.
W – Work while school was in session.
NWS – No work during summer.
WS – Work during summer.

In what may be a factor related to a need for financial aid, approximately thirty-six percent of the graduates reported at least one other family member in college when they were seniors. As a matter of fact, fourteen graduates reported that there were five family members in college at the same time and seven graduates reported the remarkable number of six other family members enrolled when they were seniors.

ACTIVITIES AND WORK SCHEDULES OF UNDERGRADUATES

To gather information about students' schedules as undergraduates, the class of 1984 was asked to report on their activities while enrolled. Almost two-thirds of the class were employed while school was in session. Sixteen percent worked 1-10 hours per week, 28 percent worked 11-20 hours per week, fourteen percent worked 21-34 hours per week and five percent worked full-time, over 35 hours per week. (Table not shown).

Table 22 provides data about the number of hours per week spent on school work tasks by major field of study. Overall, the largest proportion of students (40.2%) responding to this question spent about 30 hours per week working on course work and study, with one-fourth spending about 40 hours of work per week. Of all the major fields of study, Architecture students reported the largest proportion (55.4%) working about 50 hours per week, Fine Arts majors being the next largest group working 50 hours per week.

TABLE 22 HOURS PER WEEK SPENT ON SCHOOL WORK BY MAJOR FIELD OF STUDY

	HOURS WORKED PER WEEK					
MAJOR FIELD	LESS THAN 20 HRS	ABOUT 20 HRS	ABOUT 30 HRS	ABOUT 40 HRS	ABOUT 50 HRS	WGT N=
AGRICULTURE	4.5%	15.7%	32.6%	31.4%	15.7%	223
ARCHITECTURE	0.0%	6.5%	25.6%	12.5%	55.4%	84
AREA STUDIES	0.0%	0.0%	57.1%	28.6%	14.3%	37
BIO SCIENCE	5.4%	14.6%	37.7%	25.7%	16.6%	383
BUSINESS	4.7%	17.2%	42.2%	26.7%	9.2%	2,124
COMMUNICATIONS	5.5%	16.7%	61.1%	16.7%	0.0%	285
COMP SCIENCE	0.0%	10.2%	38.9%	37.1%	13.8%	295
EDUCATION	6.8%	18.5%	45.7%	23.1%	5.8%	1,058
ENGINEERING	4.7%	9.1%	34.3%	29.1%	22.7%	824
FINE ARTS	0.0%	10.2%	32.1%	25.7%	32.0%	388
FOR LANGUAGE	0.0%	15.9%	62.6%	16.1%	5.4%	100
HEALTH PROFESSIONS	0.9%	9.9%	28.3%	31.8%	29.0%	1,098
HOME ECONOMICS	1.8%	10.5%	45.7%	27.0%	14.9%	309
LETTERS	4.3%	24.8%	39.2%	17.6%	14.1%	483
LIB SCIENCE	0.0%	0.0%	100.0%	0.0%	0.0%	6
MATHEMATICS	11.2%	9.7%	34.9%	32.6%	11.5%	224
PHY SCIENCE	2.6%	9.6%	35.7%	28.2%	23.9%	325
PSYCHOLOGY	8.9%	26.3%	41.8%	16.4%	6.5%	380
PUBLIC AFFFAIRS	3.9%	33.6%	40.6%	16.7%	5.2%	416
SOCIAL SCIENCE	5.8%	20.3%	44.8%	24.1%	5.0%	1,014
INTERDISCIPLINARY	10.3%	10.4%	61.2%	12.5%	5.6%	103
TOTAL	4.4%	16.1%	40.2%	25.5%	13.8%	10,159

Extracurricular activities play an important role in the lives of some undergraduates and may have an impact on work habits and career interests. Data were examined by race and sex to determine differences in patterns of participation in activities other than employment and school related tasks (Refer to questionnaire for specific activities). Table 23 shows that the vast majority of the graduates (85.7%) participated in one to five extracurricular activities as undergraduates, with few differences among the racial or sex categories. Graduates of other ethnicity were the group with the highest proportion participating in six or more activities.

TABLE 23 EXTRACURRICULAR ACTIVITIES BY RACE AND SEX

NUMBER OF ACTIVITIES	RACE				SEX		
	BLACK	WHITE	OTHER	TOTAL	MEN	WOMEN	TOTAL
NONE	4.4%	11.1%	10.8%	10.0%	8.5%	11.1%	10.0%
1-5	89.4%	85.0%	80.7%	85.7%	85.5%	85.9%	85.7%
6 OR MORE	6.2%	3.9%	8.5%	4.3%	6.0%	3.0%	4.3%
WGT N=	1,673	8,391	154	100%	4,359	5,859	10,219

SATISFACTION MEASURES

An important element of this survey was the graduates' responses to questions about their satisfaction with their institutions. Graduates were asked to evaluate their university in terms of how their needs were met for intellectual and personal growth and career training. Five other aspects of the services of the university were evaluated on a scale that ranked the graduates' satisfaction. Finally, graduates were asked if they would choose the same institution and major field of study if they had a chance to begin again, a critical test of their satisfaction.

Table 24 shows how well the needs of graduates were met. Overall, graduates believed that the institution did a very good job of meeting their needs. Ninety-two percent reported that their schools met their need for intellectual growth very well or adequately. Personal growth needs were also fulfilled by the university with 87.6% reporting that their institution met that need very well or adequately. The only area with a substantial proportion of the population (27.0%) reporting less than adequate fulfillment of needs was in the area of career training, an obvious area of dissatisfaction which was corroborated in other questions in the survey.

TABLE 24 GRADUATES' EVALUATIONS OF INSTITUTIONS

INSTITUTION MET GRADUATES' NEEDS FOR:	VERY WELL	ADEQUATELY	SOMEWHAT ADEQUATELY	POORLY	TOTAL WGT N=
INTELLECTUAL GROWTH	52.0%	39.9%	6.7%	1.4%	10,262
CAREER TRAINING	30.8%	42.2%	19.9%	7.1%	10,231
PERSONAL GROWTH	55.1%	32.5%	8.7%	3.7%	10,230

The graduates assessed specific aspects of their education by degrees of satisfaction (Table 25). The overall quality of instruction and the quality of instruction in the graduates' major field of study drew very good evaluations, with 94.0% and 92.3% respectively of the graduates feeling very or moderately satisfied. Close to two-thirds of the graduates were satisfied with academic advising, but the areas of career guidance and job placement services

received low ratings from the graduates. These ratings came from the graduates a year after graduation, when they had had time to experience the difficulty of finding jobs and also may have discovered that their major field was difficult to apply to a specific job description. It is evident that graduates desired more counseling about career direction and help finding appropriate employment.

TABLE 25 GRADUATES' SATISFACTION WITH PARTICULAR ASPECTS OF EDUCATION

	SATISFACTION LEVELS					
SATISFACTION WITH:	VERY SATIS	MODERATELY SATISFIED	DISSATIS	VERY DISSATIS	DON'T KNOW	TOTAL WGT N=
QUALITY OF INSTRUCTION IN MAJOR FIELD	47.4%	44.9%	5.4%	2.2%	0.1%	10,284
OVERALL QUALITY OF INSTRUCTION	32.7%	61.3%	4.5%	1.2%	0.3%	10,283
QUALITY OF ACADEMIC ADVISING	21.6%	41.2%	23.6%	12.0%	1.6%	10,222
QUALITY OF CAREER GUIDANCE & COUNSELING	14.7%	38.4%	23.6%	13.1%	10.2%	10,230
QUALITY OF JOB PLACEMENT SERVICES	15.4%	31.0%	18.9%	13.2%	21.5%	10,177

A significant test of a university's achievement is whether or not its graduates would, if they could begin again, choose the same institution. A large majority, 81.6% of UNC's graduates would choose the same institution, although that number varies by type of institution as shown in Table 26. The Research I schools had the highest proportion of graduates who would again choose those institutions. Doctoral I and Comprehensive I institutions had similar proportions who were well-satisfied with the education received at their school; Comprehensive II institutions had a somewhat lower number, although over two-thirds of those graduates would also choose the same institution.

When asked whether or not the graduates would choose the same major field of study, fewer graduates gave an affirmative answer, reflecting perhaps, some of the reasons for the dissatisfaction expressed by the graduates regarding academic advising and career counseling. Overall, 70.7% would choose the same major if they could begin again, leaving close to one-third of the graduates feeling dissatisfied with their choice of major.

TABLE 26 SATISFACTION MEASURES BY TYPE OF INSTITUTION

	RESEARCH I	DOCTORAL I	COMP I	COMP II	TOTAL
WOULD CHOOSE SAME INSTITUTION AGAIN	91.0%	73.5%	78.5%	68.4%	81.6% WGT N=8,347
WOULD CHOOSE SAME MAJOR AGAIN	68.6%	69.8%	71.4%	74.0%	70.7% WGT N=7,221

CHAPTER II

LABOR MARKET EXPERIENCE OF 1984 GRADUATES

PREFACE

This chapter describes the 1984 graduates' experience in the labor force: those who had found or were seeking employment approximately one year after graduation. Full-time employment was defined as working 35 hours or more per week and included military service. Graduates who reported part-time employment or those who were unemployed but seeking or planning to seek work in the near future are also described. None of the 1984 graduates reported that they were unemployed and no longer seeking work. Homemakers made up a very small proportion of the class of 1984 (0.8%) and most of them reported they would seek work in the next five years. Graduates continuing their education are not included in this chapter.

Overall, the majority of the graduates who reported their primary current activity were employed (81.3%). Of those graduates active in the labor force, 88.5% were working at full-time jobs, 5.6% were engaged in part-time work, 5.1% were currently seeking work and 0.8% planned to seek work within six months. (See Table 27).

TABLE 27 EMPLOYMENT STATUS OF GRADUATES BY RACE AND SEX

	RACE			SEX			
EMPLOYMENT STATUS	BLACK	WHITE	OTHER	MEN	WOMEN	ALL	WGT N=
FULL-TIME	77.7%	90.8%	87.5%	92.7%	85.4%	88.5%	7,754
PART-TIME	9.0%	4.9%	4.4%	2.9%	7.5%	5.6%	490
UNEMPL: SEEKING WORK	12.0%	3.6%	8.1%	3.6%	6.2%	5.1%	449
UNEMPL: PLAN TO SEEK WORK IN NEAR FUTURE	1.3%	0.7%	0.0%	0.8%	0.9%	0.8%	72
WGT N=	1,504	7,129	133	3,625	5,140		8,765

Looking at employment patterns by type of institution, Table 28 shows that Research I, Doctoral II, and Comprehensive I institutions graduates have few differences. There were more (11.6%) of the graduates of Comprehensive II institutions who were unemployed than any of the other institutions.

TABLE 28 EMPLOYMENT STATUS OF GRADUATES BY INSTITUTION TYPE

EMPLOYMENT STATUS	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
FULL-TIME	91.5%	89.5%	89.0%	78.8%	88.5%
PART-TIME	4.2%	6.0%	5.2%	9.6%	5.5%
UNEMPL: SEEKING WORK	3.5%	4.5%	5.3%	9.4%	5.2%
UNEMPL: PLAN TO SEEK WORK IN NEAR FUTURE	0.8%	0.0%	0.6%	2.2%	0.8%
WGT N=	3,165	747	3,714	1,188	8,849

The employment data are presented by major field of study in Table 29. There was no unemployment at all among Architecture, Area Studies and Library Science graduates. Those majoring in Agriculture, Business, Communications, Education, Engineering, Health Professions, Math, Physical Science and Foreign Language all had about five percent or less unemployment. The rest of the fields reported from six to eighteen percent unemployment, with Fine Arts, Psychology, Interdisciplinary, Home Economics and Biological Sciences majors at the high end of the scale.

TABLE 29 EMPLOYMENT STATUS OF GRADUATES BY MAJOR FIELD OF STUDY

	EMPLOYMENT STATUS				
	EMPLOYED		UNEMPLOYED		
FIELD OF STUDY	FULL-TIME	PART-TIME	SEEKING WORK	WILL SEEK WORK	TOTAL WGT N=
AGRICULTURE	92.2%	3.1%	4.7%	0.0%	161
ARCHITECTURE	100.0%	0.0%	0.0%	0.0%	73
AREA STUDIES	100.0%	0.0%	0.0%	0.0%	32
BIOLOGICAL SCIENCES	78.3%	10.4%	8.9%	2.5%	210
BUSINESS	90.4%	4.0%	4.9%	0.6%	1,994
COMMUNICATIONS	90.3%	5.8%	3.9%	0.0%	270
COMPUTER SCIENCE	90.7%	1.7%	6.0%	1.7%	300
EDUCATION	88.4%	6.6%	3.9%	1.0%	963
ENGINEERING	98.6%	0.0%	0.7%	0.7%	735
FINE ARTS	69.4%	12.1%	16.5%	1.9%	279
FOREIGN LANGUAGE	84.0%	10.6%	5.4%	0.0%	100
HEALTH PROFESSIONS	89.6%	7.3%	3.1%	0.0%	1,035
HOME ECONOMICS	85.5%	4.4%	10.1%	0.0%	284
LETTERS	89.2%	2.9%	7.9%	0.0%	367
LIBRARY SCIENCE	100.0%	0.0%	0.0%	0.0%	6
MATHEMATICS	95.7%	0.0%	4.3%	0.0%	196
PHYSICAL SCIENCE	95.4%	2.2%	2.4%	0.0%	212
PSYCHOLOGY	79.5%	7.9%	6.2%	6.4%	296
PUBLIC AFFAIRS	83.5%	9.9%	5.2%	1.4%	395
SOCIAL SCIENCE	84.1%	9.2%	6.1%	0.6%	792
INTERDISCIPLINARY	60.7%	22.7%	16.6%	0.0%	66
WGT N=	7,754	490	449	73	8,766
%=	88.5%	5.6%	5.1%	0.8%	

The overall unemployment rate of UNC graduates, about 5%, was the same as the national average of unemployment for that age group. Even so, the first year after graduation is a mobile one for many people and the majority of UNC graduates who were unemployed at the time of the survey had recently left jobs. Of those unemployed graduates who were currently seeking work, 86.0% had held a job during the year after graduation. Seventy-two percent (72.3%) of graduates who were unemployed and planning to seek work within six months had also worked at some time since graduation.

LOCATION OF EMPLOYMENT

Table 30 shows that 73.9% of the employed graduates were working in North Carolina; 26.1% were working outside the state. It is interesting to note that over three-fourths of the employed graduates who were classified as in-state students (see Table 31) found work in North Carolina and over one-third of the out-of-state students remained in North Carolina after graduation to work.

TABLE 30 LOCATION OF EMPLOYMENT BY TYPE OF INSTITUTION

LOCATION OF EMPLOYMENT	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
NORTH CAROLINA	71.1%	85.6%	73.9%	76.2%	73.9%
OUTSIDE N.C.	28.9%	14.4%	26.1%	23.8%	26.1%
WGT N=	3,009	697	3,481	1,039	8,254

TABLE 31 LOCATION OF EMPLOYMENT BY TUITION RESIDENCY STATUS

LOCATION OF EMPLOYMENT	RESIDENT	NON-RESIDENT	ALL
NORTH CAROLINA	77.7%	38.1%	73.9%
OUTSIDE NORTH CAROLINA	22.3%	61.9%	26.1%
WGT N=	7,455	796	8,251

The graduates working outside of the state were asked if they had looked for a job in North Carolina. Over half (50.9%) of those graduates responded yes, they had sought employment in North Carolina. A substantial majority (69.9%) reported that they wished to return to North Carolina. These numbers show that graduates of UNC had a clear desire to stay in North Carolina to work and live, even if they were from another state.

EMPLOYMENT SECTOR AND INDUSTRY

The majority of 1984 graduates (61.0%) were employed by private enterprise or self-employed (see Table 32). The next largest proportion of graduates were working in local government (11.5%), or non-profit organizations (8.4%). The federal government, state government and other categories each employed about 6% of the graduates. Differences in sector of employment emerged among race and sex categories. Blacks were much less likely to work for private enterprise than were whites and also were more than three times as likely as whites to work for the federal government. Of black graduates, the smallest proportion were employed in state positions. The largest proportion of any ethnic group employed in non-profit organizations were in the Other ethnic category which includes Asian, Indian, Hispanic and non-resident alien graduates.

Men were more likely to work in private industry than were women; women were more likely to work for a non-profit organization or the government. The differences of work sector for Arts/ Science and Professional graduates were slight.

TABLE 32 EMPLOYMENT SECTOR BY RACE, SEX, AND MAJOR PROGRAM OF STUDY

	RACE			SEX		MAJOR PROGRAM		
EMPLOYMENT SECTOR	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS/SCI	PROF	ALL
PRIVATE ENTERPRISE OR SELF-EMPLOYED	41.2%	65.1%	48.8%	71.1%	53.8%	66.6%	58.5%	61.0%
FEDERAL GOV'T	14.9%	4.3%	8.4%	8.5%	4.2%	6.9%	5.6%	6.0%
STATE GOV'T	7.1%	6.5%	11.7%	6.0%	7.2%	6.2%	6.9%	6.7%
LOCAL GOV'T	14.0%	11.1%	4.8%	6.8%	14.9%	9.1%	12.6%	11.5%
NON-PROFIT	9.1%	8.2%	13.2%	3.5%	12.0%	6.3%	9.4%	8.4%
OTHER	13.7%	4.8%	13.1%	4.1%	7.9%	4.9%	7.0%	6.3%
WGT N=	1,283	6,677	122	3,384	4,699	2,540	5,542	8,083

The distribution of the 1984 graduates by industry is illustrated in Table 33. The table was arranged to show the industry of the graduates' employment by selected fields of study. For example, the graduates of the Social Sciences were concentrated in Other industries and wholesale & retail trade. Business majors, as may be expected, were concentrated in banking and finance, wholesale & retail trade, and manufacturing and other industries. Only 62.3% of the education majors were actually working in the education field, indicating that many trained teachers were finding employment outside of their fields.

TABLE 33 SELECTED DISCIPLINE BY INDUSTRY EMPLOYMENT

	INDUSTRY EMPLOYMENT							
DISCIPLINE:	MANUF	RETAIL	BANK	HEALTH	TRANSP	EDUCA	OTHER	WGT N=
BIO SCI	20.8%	11.8%	4.2%	17.4%	3.0%	5.9%	36.9%	181
BUSINESS	14.6%	17.8%	27.6%	3.4%	3.9%	1.6%	31.1%	1,839
EDUCATION	9.7%	4.1%	3.6%	4.0%	1.8%	62.3%	14.6%	900
ENGINEERING	33.1%	1.4%	0.7%	1.5%	17.0%	1.5%	44.9%	710
HEALTH PROF	0.6%	1.1%	0.0%	92.8%	0.5%	0.0%	5.0%	976
LETTERS	11.2%	6.5%	11.6%	7.0%	18.2%	20.2%	25.2%	333
PSYCHOLOGY	0.0%	7.6%	11.4%	10.6%	10.7%	10.6%	49.2%	250
SOCIAL SCI	9.1%	21.0%	11.1%	6.6%	8.5%	5.5%	38.2%	721
OTHER	13.7%	8.1%	4.2%	4.1%	13.3%	8.4%	48.2%	2,147
TOTAL	12.8%	9.6%	9.8%	15.3%	8.1%	11.5%	32.9%	8,057

PERCEIVED UNDEREMPLOYMENT AND JOB SATISFACTION

The questionnaire posed the following question: "If we define underemployment as a condition in which your job requires lower levels of the skill and training than those you acquired in college, would you say that you are currently underemployed?" Tables 34 and 35 present the graduates' responses. Well over half the class of 1984 felt that they were appropriately employed, with two types of institutions' graduates reporting larger proportions of perceived underemployment. Nearly half of the Comprehensive II graduates reported feeling underemployed; this group also had a large proportion working out of their major field.

TABLE 34 PERCEIVED UNDEREMPLOYMENT IN CURRENT JOB BY TYPE OF INSTITUTION

PERCEIVED UNDEREMPLOYMENT	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
APPROPRIATELY EMPLOYED	67.0%	56.9%	61.5%	52.5%	61.9%
UNDEREMPLOYED	33.0%	43.1%	38.5%	47.5%	38.1%
WGT N=	3,004	685	3,396	1,034	8,147

TABLE 35 PERCEIVED UNDEREMPLOYMENT IN CURRENT JOB BY RACE, SEX, AND MAJOR PROGRAM

PERCEIVED	RACE			SEX		MAJOR PROGRAM		
UNDEREMPLOYMENT	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS & SCI	PROF	ALL
APPROPRIATELY EMPLOYED	52.1%	63.6%	50.6%	64.8%	59.3%	53.1%	65.5%	61.6%
UNDEREMPLOYED	47.9%	36.4%	49.4%	35.2%	40.7%	46.9%	34.5%	38.4%
WGT N=	1,267	6,684	122	3,402	4,671	2,541	5,532	8,073

Minorities and women felt less appropriately employed than did whites and men as seen in Table 36: these groups also reported more dissatisfaction with employment than did white and male graduates. Overall, however, 85.6% of the graduates were satisfied with their jobs (Table 37).

TABLE 36 SATISFACTION WITH EMPLOYMENT BY RACE, SEX AND MAJOR PROGRAM

SATISFACTION	RACE			SEX		MAJOR PROGRAM		
WITH EMPLOYMENT	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS/SCI	PROF	ALL
WELL-SATISFIED	17.8%	31.5%	27.0%	32.2%	27.2%	24.4%	31.5%	29.3%
SATISFIED, BUT WOULD CONSIDER OTHER EMPL	57.0%	56.2%	48.7%	57.1%	55.5%	56.0%	56.3%	56.2%
DISLIKE EMPLOYMENT	22.1%	11.2%	24.3%	10.1%	15.3%	18.2%	10.8%	13.1%
NOT SURE	3.1%	1.1%	0.0%	0.7%	2.0%	1.4%	1.4%	1.4%
WGT N=	1,286	6,749	122	3,429	4,729	2,559	5,598	8,157

TABLE 37 SATISFACTION WITH EMPLOYMENT BY TYPE OF INSTITUTION

SATISFACTION WITH EMPLOYMENT	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
WELL-SATISFIED	31.1%	25.2%	30.2%	25.8%	29.5%
SATISFIED, BUT WOULD CONSIDER OTHER EMPL	57.5%	57.7%	55.9%	51.4%	56.1%
DISLIKE EMPLOYMENT	10.7%	17.1%	11.9%	20.4%	13.0%
NOT SURE	0.7%	0.0%	2.1%	2.4%	1.4%
WGT N=	3,030	685	3,448	1,039	8,230

CURRENT EMPLOYMENT AND MAJOR FIELD OF STUDY

As a group, the large majority (81.0%) of the 1984 graduates held jobs that were directly or somewhat related to their major field of study (Table 38). Among the specific fields of study, a wide range of relationships to current employment exists. All Architecture graduates were working at jobs directly related to their field, where the graduates of the more general fields such as Letters, Social Sciences, Area Studies and Psychology have fewer such jobs. About twenty-two percent (21.8%) of the education majors were working in jobs not at all related to their field, a rather surprising number.

TABLE 38 RELATIONSHIP BETWEEN CURRENT EMPLOYMENT AND MAJOR FIELD OF STUDY

	EMPLOYED IN A JOB THAT IS:			
MAJOR FIELD	DIRECTLY RELATED	SOMEWHAT RELATED	UNRELATED	WEIGHTED N=
AGRICULTURE	54.4%	28.1%	1.5%	143
ARCHITECTURE	100.0%	0.0%	0.0%	68
AREA STUDIES	20.0%	40.0%	40.0%	27
BIOLOGIC SCIENCE	39.8%	26.2%	34.0%	150
BUSINESS	53.9%	34.8%	11.4%	1,639
COMMUNICATIONS	53.5%	30.2%	16.3%	227
COMPUTER SCIENCE	81.2%	10.6%	8.2%	246
EDUCATION	64.0%	14.2%	21.8%	753
ENGINEERING	67.3%	23.0%	9.7%	622
HEALTH PROFESSIONS	95.5%	2.6%	2.0%	830
HOME ECONOMICS	51.8%	23.8%	24.4%	199
LETTERS	34.2%	43.1%	22.7%	284
MATHEMATICS	69.0%	20.5%	10.4%	172
PHYSICAL SCIENCE	37.2%	34.9%	27.9%	181
PSYCHOLOGY	29.7%	37.1%	33.2%	232
PUBLIC AFFAIRS	38.4%	33.1%	28.5%	297
SOCIAL SCIENCE	13.6%	33.3%	53.1%	589
OTHER	51.6%	17.4%	31.0%	325
WGT N=	3,927	1,731	1,328	6,986
TOTAL=	56.2%	24.8%	19.0%	100%

The relationship of employment to major field was very nearly the same for men and women, though some differences appeared in the racial categories (Table 39). Black graduates, of all races reporting, had the greatest proportion (28.8%) of jobs that were not related to their major field. And high proportions of blacks also reported dissatisfaction with employment and perceived underemployment (see Tables 35, 36).

By type of institution, (see Table 40) the numbers of graduates with jobs related to their field of study are roughly similar, with one exception. Comprehensive II schools reported over one-fourth of the graduates had jobs unrelated to their major.

TABLE 39 RELATIONSHIP BETWEEN CURRENT EMPLOYMENT AND MAJOR FIELD OF STUDY BY RACE AND SEX

	RACE			SEX	
RELATIONSHIP	BLACK	WHITE	OTHER	MEN	WOMEN
JOB DIRECTLY RELATED	47.0%	58.1%	48.3%	56.5%	56.0%
JOB SOMEWHAT RELATED	24.2%	24.7%	33.1%	25.3%	24.4%
JOB NOT RELATED	28.8%	17.2%	18.6%	18.2%	19.6%
WGT N=	1,070	5,799	117	2,936	4,050

TABLE 40 RELATIONSHIP BETWEEN CURRENT EMPLOYMENT AND MAJOR FIELD OF STUDY BY TYPE OF INSTITUTION

RELATIONSHIP	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
JOB DIRECTLY RELATED	54.2%	61.4%	59.6%	47.9%	56.3%
JOB SOMEWHAT RELATED	28.1%	23.8%	22.3%	25.0%	24.8%
JOB NOT RELATED	17.7%	14.8%	18.1%	27.1%	18.9%
WGT N=	2,577	563	3,008	869	7,038

FINDING EMPLOYMENT

The graduates were asked to report how long it took to find their present[1] job and the sources used in their initial search for employment. Table 41 shows that one-third of the graduates either held or secured their current job prior to graduation. Almost half of the other ethnicity graduates fit this pattern compared to 34.5% of whites and 26.2% of blacks. Men were much more likely to have found employment before graduation than were women – the same was true for Professional graduates as compared to Arts/Science graduates.

TABLE 41 TIME SPENT FINDING EMPLOYMENT BY RACE, SEX, AND MAJOR PROGRAM

TIME SPENT	RACE			SEX		MAJOR PROGRAM		
FINDING EMPLOYMENT	BLACK	WHITE	OTHER	MEN	WOMEN	ARTS/SCI	PROF	ALL
HELD JOB PRIOR TO GRADUATION	9.6%	10.8%	10.5%	13.2%	8.7%	8.9%	11.4%	10.6%
SECURED JOB PRIOR TO GRADUATION	16.6%	23.7%	38.0%	30.3%	17.5%	18.8%	24.7%	22.9%
LESS THAN 30 DAYS AFTER GRADUATION	11.0%	12.0%	14.1%	13.1%	11.1%	8.3%	3.6%	11.9%
30 TO 60 DAYS AFTER GRADUATION	16.5%	10.6%	15.1%	9.4%	13.1%	10.8%	11.9%	11.5%
61 TO 90 DAYS AFTER GRADUATION	9.9%	11.2%	10.0%	9.0%	12.4%	11.4%	10.8%	11.0%
OVER 90 DAYS AFTER GRADUATION	36.4%	31.7%	12.3%	25.0%	37.2%	41.8%	27.6%	32.1%
WGT N=	1,124	6,484	111	3,235	4,484	2,439	5,279	7,719

[1]Employment at time of survey. Some graduates had held jobs previous to the employment reported at the time of the survey.

The pattern of securing a job before graduation varied by type of institution. Forty-one percent of the Research I graduates found jobs before graduation and only 20.2% of Comprehensive II graduates did so. (See Table 42). Twenty-nine percent of the Doctoral II graduates and 31.1% of the Comprehensive I graduates were employed before they left school.

TABLE 42 TIME SPENT FINDING EMPLOYMENT BY TYPE OF INSTITUTION

TIME SPENT FINDING EMPLOYMENT	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
HELD JOB PRIOR TO GRADUATION	10.1%	8.1%	11.2%	11.2%	10.6%
SECURED JOB PRIOR TO GRADUATION	31.2%	21.1%	19.9%	9.0%	22.9%
LESS THAN 30 DAYS AFTER GRADUATION	11.6%	9.8%	12.5%	12.6%	11.9%
30 TO 60 DAYS AFTER GRADUATION	9.4%	8.9%	13.8%	12.0%	11.5%
61 TO 90 DAYS AFTER GRADUATION	9.1%	15.5%	10.7%	14.4%	11.0%
OVER 90 DAYS AFTER GRADUATION	28.7%	36.6%	31.9%	40.8%	32.2%
WGT N=	2,877	685	3,220	981	7,792

The graduates were asked to cite the sources used to find their jobs as shown in Table 43. The graduates most frequently made direct contact with the employer, used family and friends for sources in their job search and over half used their college placement service.

TABLE 43 PERCENTAGE DISTRIBUTION OF SOURCE OF INFORMATION ABOUT CURRENT JOB

SOURCE	USED SOURCE	DID NOT USE	TOTAL WGT N=
FAMILY AND FRIENDS	74.7%	25.3%	7,877
PRIVATE EMPLOYMENT AGENCY	21.5%	78.5%	7,653
DIRECT CONTACT WITH EMPLOYER	81.2%	18.8%	7,846
NEWSPAPER ADVERTISEMENT	53.4%	46.6%	7,720
COLLEGE CAREER PLANNING & PLACEMENT	63.2%	36.8%	7,758
PROFESSIONAL ASSOCIATION	13.3%	86.7%	7,594
EMPLOYMENT SECURITY COMMISSION	25.4%	74.6%	7,645
COMPUTER SEARCH	2.4%	97.6%	7,600
OTHER SOURCE	42.8%	57.2%	1,372

EARNINGS OF EMPLOYED GRADUATES

The majority of the employed graduates were employed full-time; only 5.6% reported part-time work. The earnings distribution for all workers is presented in Table 44 by type of employment – all other earnings tables report incomes of full-time workers only.

The median income for full-time workers was $16,500; the median income for part-time employees was $8,000. One-fourth (25.4%) of the full-time workers reported earnings over $20,827.

TABLE 44 PERCENTAGE DISTRIBUTION OF EARNINGS OF EMPLOYED GRADUATES BY EMPLOYMENT STATUS

	EMPLOYMENT STATUS		
EARNINGS INTERVAL	FULL TIME	PART TIME	TOTAL
LESS THAN $5,208	2.0%	33.6%	3.7%
$5,208-$7,810	2.8%	16.4%	3.5%
$7,811-$10,414	7.1%	25.1%	8.0%
$10,415-$13,017	13.3%	15.7%	13.5%
$13,018-$15,620	17.7%	6.5%	17.1%
$15,621-$18,223	19.2%	1.3%	18.2%
$18,224-$20,827	12.5%	0.0%	11.9%
$20,828-$23,431	8.6%	0.0%	8.2%
$23,432-$26,034	7.6%	1.4%	7.3%
MORE THAN $26,034	9.2%	0.0%	8.7%
WGT N=	7,323	401	7,723
LESS THAN $10,414	11.9%	75.1%	15.2%
MORE THAN $18,223	37.9%	1.4%	36.0%
MEDIAN EARNINGS	$16,500	$8,000	

Table 45 shows the percentage distributions of earnings by type of institution, revealing large differences of earnings among the institution's graduates. Half (49.6%) of the graduates of Research I schools earned more than $18,223 while one-fifth of the Doctoral II graduates earned this amount. In between, a little over one-third (35.2%) of the Comprehensive I graduates earned $18,223 or more, and a smaller proportion of Comprehensive II institution graduates (23.9%) were in that earnings range.

By race and sex (Table 46), there are marked differences in earnings. The median income for blacks was $14,400; median earnings for whites was $17,000; median earnings for other ethnic graduates was $16,000. The racial group with the largest proportion earning over $26,034 included graduates of other ethnicity. The earnings of men and women were also discrepant, with men earning a median income of $19,000 and women earning a median income of $15,000. Earnings by major program are presented in Table 47.

TABLE 45 PERCENTAGE DISTRIBUTIONS OF EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY TYPE OF INSTITUTION

EARNINGS INTERVAL	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
LESS THAN $5,208	0.9%	0.9%	3.0%	3.0%	2.0%
$5,208-$7,810	1.0%	4.5%	3.1%	5.2%	2.8%
$7,811-$10,414	4.4%	9.9%	7.5%	11.9%	7.1%
$10,415-$13,017	9.2%	20.7%	14.4%	16.8%	13.3%
$13,018-$15,620	16.3%	18.0%	17.4%	23.0%	17.7%
$15,621-$18,223	18.5%	25.2%	19.5%	16.2%	19.2%
$18,224-$20,827	12.8%	14.4%	12.8%	9.8%	12.5%
$20,828-$23,431	10.3%	3.6%	8.7%	6.8%	8.6%
$23,432-$26,034	11.3%	1.8%	7.1%	2.0%	7.6%
MORE THAN $26,034	15.3%	0.9%	6.5%	5.3%	9.2%
WGT N=	2,731	619	3,088	864	7,323
LESS THAN $10,414	6.3%	15.3%	13.5%	20.1%	11.9%
MORE THAN $18,223	49.6%	20.7%	35.2%	23.9%	37.9%
MEDIAN EARNINGS	$18,200	$15,000	$16,000	$15,000	$16,500

TABLE 46 PERCENTAGE DISTRIBUTIONS OF EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY RACE AND SEX

	RACE			SEX		
EARNINGS INTERVAL	BLACK	WHITE	OTHER	MEN	WOMEN	ALL
LESS THAN $5,208	8.4%	1.0%	0.0%	0.9%	3.0%	2.0%
$5,208-$7,810	5.5%	2.2%	5.2%	1.2%	4.0%	2.8%
$7,811-$10,414	12.9%	6.2%	4.7%	3.7%	10.0%	7.2%
$10,415-$13,017	15.4%	12.9%	20.0%	8.1%	17.6%	13.4%
$13,018-$15,620	14.8%	18.2%	9.6%	13.6%	20.6%	17.5%
$15,621-$18,223	13.7%	20.4%	16.7%	19.0%	19.7%	19.3%
$18,224-$20,827	10.7%	13.0%	9.3%	14.9%	10.7%	12.6%
$20,828-$23,431	9.8%	8.3%	12.6%	13.5%	4.8%	8.6%
$23,432-$26,034	4.6%	8.1%	9.4%	11.2%	4.7%	7.6%
MORE THAN $26,034	4.2%	9.7%	12.5%	13.9%	5.0%	9.0%
WGT N=	1,074	6,075	111	3,216	4,044	7,260
LESS THAN $10,414	26.8%	9.4%	9.9%	5.8%	17.0%	12.0%
MORE THAN $18,223	29.2%	39.1%	43.8%	53.5%	25.2%	37.7%
MEDIAN EARNINGS	$14,400	$17,000	$16,000	$19,000	$15,000	$16,500

TABLE 47 PERCENTAGE DISTRIBUTIONS OF EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY MAJOR PROGRAM

	MAJOR PROGRAM		
EARNINGS INTERVAL	ARTS/SCI	PROF	ALL
LESS THAN $5,208	3.0%	1.6%	2.0%
$5,208-$7,810	4.4%	2.0%	2.8%
$7,811-$10,414	10.3%	5.8%	7.2%
$10,415-$13,017	18.2%	11.2%	13.4%
$13,018-$15,620	18.5%	17.1%	17.5%
$15,621-$18,223	16.5%	20.6%	19.3%
$18,224-$20,827	9.6%	14.0%	12.6%
$20,828-$23,431	6.1%	9.7%	8.6%
$23,432-$26,034	6.9%	7.9%	7.6%
MORE THAN $26,034	6.6%	10.0%	9.0%
WGT N=	2,256	5,004	7,260
LESS THAN $10,414	17.7%	9.5%	12.0%
MORE THAN $18,223	29.1%	41.6%	37.7%
MEDIAN EARNINGS	$15,000	$17,250	$16,500

The percentage distributions of earnings by major field of study (Table 48) show the dissimilarity of earnings by those in different discipline areas. For example, 83.4% of the Engineering graduates earned more than $18,223 while 0%, 2.4% and 9.0% of the Library Science, Psychology and Fine Arts graduates, respectively, earned that amount. Median earnings by major field is presented in Table 49.

TABLE 48 PERCENTAGE DISTRIBUTIONS OF EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY MAJOR FIELD OF STUDY
(CONTINUED ON NEXT PAGE)

	EARNINGS RANGE					
DISCIPLINE	LESS THAN $10,414	$10,414-$13,017	$13,018-$15,620	$15,621-$18,223	MORE THAN $18,223	WGT N=
AGRICULTURE	10.9%	3.6%	25.5%	38.2%	21.8%	138
ARCHITECTURE	0.0%	13.7%	6.9%	29.1%	50.3%	73
AREA STUDIES	33.3%	16.7%	16.7%	16.7%	16.7%	32
BIOLOGICAL SCIENCE	21.3%	13.5%	22.1%	17.4%	25.7%	154
BUSINESS	5.4%	14.1%	16.9%	24.7%	38.9%	1,681
COMMUNICATIONS	19.1%	9.9%	27.0%	17.2%	26.8%	217
COMPUTER SCIENCE	4.0%	6.0%	7.9%	9.6%	72.5%	262
EDUCATION	17.4%	12.8%	28.7%	25.6%	15.5%	780
ENGINEERING	2.9%	4.6%	3.6%	5.5%	83.4%	700
FINE ARTS	34.4%	25.8%	15.3%	15.5%	9.0%	173
FOREIGN LANGUAGE	7.3%	35.7%	14.2%	28.5%	14.3%	75
HEALTH PROFESSIONS	4.2%	1.2%	8.9%	25.1%	60.6%	874

TABLE 48 *(CONTINUED)* **PERCENTAGE DISTRIBUTIONS OF EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY MAJOR FIELD OF STUDY**

	EARNINGS RANGE					
DISCIPLINE	LESS THAN $10,414	$10,414-$13,017	$13,018-$15,620	$15,621-$18,223	MORE THAN $18,223	WGT N=
HOME ECONOMICS	33.4%	26.8%	21.6%	7.1%	11.1%	227
LETTERS	27.1%	20.3%	22.7%	18.7%	11.2%	299
LIBRARY SCIENCE	0.0%	0.0%	100.0%	0.0%	0.0%	6
MATHEMATICS	4.7%	5.8%	8.7%	23.4%	57.4%	182
PHYSICAL SCIENCE	13.0%	8.2%	16.4%	29.7%	32.8%	192
PSYCHOLOGY	28.0%	29.7%	32.5%	7.4%	2.4%	221
PUBLIC AFFAIRS	18.9%	27.2%	29.4%	10.3%	14.2%	308
SOCIAL SCIENCES	16.6%	22.2%	19.6%	14.3%	27.3%	625
INTERDISCIPLINARY	0.0%	13.3%	26.3%	14.4%	46.0%	40
ALL DISCIPLINES	12.0%	13.4%	17.5%	19.3%	37.7%	7,260

TABLE 49 GRADUATES' MEDIAN EARNINGS BY MAJOR FIELD OF STUDY

MAJOR FIELD	MEDIAN EARNINGS	WEIGHTED N=
AGRICULTURE	$16,500	138
ARCHITECTURE	18,720	73
AREA STUDIES	13,000	32
BIOLOGICAL SCI	14,848	154
BUSINESS	17,460	1,681
COMMUNICATIONS	15,000	217
COMPUTER SCIENCE	21,000	262
EDUCATION	15,000	780
ENGINEERING	24,000	700
FINE ARTS	12,000	173
FOREIGN LANGUAGE	14,000	75
HEALTH PROF	20,000	874
HOME ECONOMICS	12,266	227
LETTERS	14,000	299
LIBRARY SCIENCE	15,000	6
MATHEMATICS	20,000	182
PHYSICAL SCIENCE	17,221	192
PSYCHOLOGY	12,000	221
PUBLIC AFFAIRS	13,800	308
SOCIAL SCIENCES	15,000	625
INTERDISCIPLINARY	18,000	40
WGT N=		7,260

The effect of sex on estimated average earnings is reflected in Tables 50 and 51. In all discipline areas, women earned less than men; the same was true in all areas of industry. The discipline in which women came closest to men is Psychology, with a yearly salary difference of $543. The greatest difference between men and women was found in Public Affairs, where men earned $5,371 more per year. Among the various industries, the area with the smallest differential in men's and women's salaries was Health Services; the industry with the largest differential was manufacturing.

TABLE 50 ESTIMATED AVERAGE EARNINGS OF GRADUATES BY SELECTED DISCIPLINE AREA AND SEX

SELECTED DISCIPLINE	MEN	WGT N=	WOMEN	WGT N=
BIOLOGICAL SCIENCE	$15,960	94	$11,515	66
BUSINESS	18,881	872	16,591	808
COMPUTER SCIENCE	22,605	165	19,369	97
EDUCATION	17,815	227	14,002	552
ENGINEERING	23,596	621	18,969	83
HEALTH SCIENCES	22,232	138	20,056	736
MATHEMATICS	20,980	115	17,051	68
PSYCHOLOGY	12,380	47	11,837	174
PUBLIC AFFAIRS	17,380	101	12,009	207
SOCIAL SCIENCES	18,158	292	13,987	333
OTHER	17,511	548	13,287	922
N=		3,218		4,046

TABLE 51 ESTIMATED AVERAGE EARNINGS OF GRADUATES BY INDUSTRY AND SEX

INDUSTRY	MEN	WGT N=	WOMEN	WGT N=
MANUFACTURING	$22,542	609	$15,932	347
WHOLESALE & RET TRADE	18,110	340	12,923	331
BANKING	19,649	336	15,586	399
HEALTH	20,209	201	18,111	916
TRANSPORTATION	20,727	273	16,588	304
EDUCATION	16,366	171	13,579	620
OTHER	18,716	1,233	14,825	1,053
WGT N=		3,218		4,046

UNEMPLOYED GRADUATES

A small proportion of graduates were unemployed in the spring of 1985. As previously stated, labor force participation was defined for the graduates as either working (full or part-time) or *actively* seeking employment at the time of the survey. Using this definition, the unemployment rate for the class of 1984 was 5.2%. The 1985 U.S. rate of unemployment for young people aged 16–24 with at least 4 years of college was exactly the same as UNC graduates, 5.2%.[2]

There were graduates who were not employed or enrolled in school or seeking work. Table 52 presents by sex, information on all those graduates who were not working. The great majority of the unemployed (74.9%) were actively seeking work, 12.1% were planning to seek work within six months and 13% were homemakers. The primary difference in an analysis by sex is that more women than men were homemakers.

The graduates who were unemployed at the time of the survey were asked to report whether they had held jobs since graduation. Of those who were seeking work, eighty-six percent had worked since graduation. Of those graduates who planned to seek work within six months, seventy-two percent had held jobs in the time between graduation and the survey. (Table not shown).

TABLE 52 UNEMPLOYED GRADUATES SEEKING WORK BY SEX

	MEN		WOMEN		TOTAL	
UNEMPLOYED STATUS	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
ACTIVELY SEEKING WORK	79.6%	131	73.1%	317	74.9%	449
PLAN TO SEEK WORK IN NEXT SIX MONTHS	17.0%	28	10.3%	45	12.1%	72
FULL-TIME HOMEMAKER	3.4%	6	16.6%	72	13.0%	78

Almost one-fourth of the graduates (22.2%) cited "lack of jobs in my field" as the single biggest problem they encountered while looking for work (see Table 53). Another twenty percent felt that lack of experience was the major obstacle to employment; an interesting contrast is that 13 percent felt overqualified for the jobs that were available. Very few graduates reported a problem with racial discrimination and no graduates cited sex discrimination as a problem.

Graduates who were unemployed and not seeking work, but planning to in the near future were asked the reasons for not seeking work at the time of the survey. Table 54 shows their responses.

[2]Unpublished data from the Bureau of Labor Statistics

TABLE 53 PROBLEMS ENCOUNTERED BY GRADUATES SEEKING WORK

MAJOR PROBLEM	PERCENT	WGT N=
LACK OF MOBILITY	2.5%	11
CANNOT FIND DESIRABLE JOB	13.5%	57
LACK OF JOBS IN MY FIELD	22.2%	95
LACK OF EXPERIENCE	20.4%	87
LACK OF SKILLS OR EDUCATION FOR JOB	3.8%	16
RACIAL DISCRIMINATION	1.8%	8
LACK OF INFORMATION: HOW TO LOOK FOR JOB	9.5%	40
SEX DISCRIMINATION	0.0%	0
LACK OF CONFIDENCE	6.3%	27
OVER-QUALIFIED	13.3%	57
PHYSICAL HANDICAP	0.0%	0
DID NOT PASS LICENSING EXAM	0.0%	0
OTHER	6.7%	29
TOTAL	100%	427

TABLE 54 UNEMPLOYED GRADUATES' REASONS FOR THE DELAY IN SEEKING WORK

REASON	WGT N=	PERCENT
HEALTH PROBLEMS	20	29.4%
PREGNANCY	6	8.0%
WANTED A BREAK	21	30.7%
PLAN TO CONTINUE ED	0	0.0%
DISCOURAGED FROM PAST	0	0.0%
TRAVEL	0	0.0%
LACK OF MOBILITY	0	0.0%
PHYSICAL HANDICAP	5	7.4%
DID NOT PASS LICENSING	0	0.0%
OTHER	17	24.5%
TOTAL	69	100%

The most frequently cited reason for the graduates delaying their search for work was the desire to take a break. Another 29.4% reported health problems were preventing them from looking for work and one-fourth of the graduates reported "other" reasons for not seeking work. Among those other reasons were: graduate living abroad or just returning from overseas travel, graduate recently relocated for spouse's job, graduate living in small town and graduate planning to move to larger area with greater job opportunities.

CHAPTER III
GRADUATES CONTINUING THEIR FORMAL EDUCATION

CHARACTERISTICS

Approximately one year after graduation, 12.6% of the Class of 1984 were enrolled full-time in a graduate or professional program. Of that number, 11.7% were black, 86.6% were white, and 1.7% were of other ethnic groups. Fifty-five (55.2%) percent of those students were men; 44.8% were women. A much larger proportion (21.9%) of the Arts and Science program graduates were continuing their education than were Professional program graduates (7.2%).

The vast majority of those continuing their formal education were enrolled in graduate or professional school, although 7.5% were seeking a second bachelor's or an associate degree. A small proportion of graduates (2.6%) were not seeking a degree, but considered continuing education their primary activity. Table 55 presents data showing the type of degree sought by graduates and the type of institution they attended as undergraduates.

Overall, the largest proportion of post-baccalaureate students were studying for a Master's degree. The majority of students who were continuing their formal education from Comprehensive I and II institutions were seeking Master's degrees; the Doctoral II institutions had the largest proportion of graduates enrolled in a doctoral program, and Research I institutions had the largest proportion of graduates enrolled in a first professional degree program.

TABLE 55 DEGREE SOUGHT BY 1984 GRADUATES ENROLLED IN SCHOOL BY TYPE OF INSTITUTION ATTENDED AS UNDERGRADUATES

	TYPE OF INSTITUTION				
DEGREE SOUGHT	RESEARCH I	DOCTORAL II	COMP I	COMP II	ALL
ASSOCIATE	1.6%	0.0%	4.0%	3.7%	2.3%
BACHELOR'S	6.9%	7.1%	2.8%	4.1%	5.2%
MASTER'S	44.2%	64.3%	75.9%	70.3%	58.3%
DOCTORATE	7.9%	14.3%	0.0%	9.8%	5.9%
PROFESSIONAL	37.1%	7.1%	15.9%	12.0%	25.6%
NOT SEEKING DEGREE	2.3%	7.1%	1.4%	0.0%	2.6%
WGT N=	669	78	380	126	1,288

Tables 56 and 57 show the location and control of the institution where the graduates chose to continue their education by the degree they were seeking. All graduates who were studying for associate degrees and 92.1% of those who were seeking second bachelor's degrees remained in North Carolina. Three-fourths of the graduates enrolled in a professional degree program were in North Carolina schools, compared to 35.3% of the doctoral program students and 59.0% of the master's degree programs. Of those enrolled but not seeking a degree, two-thirds remained in North Carolina.

For in-state graduate students, the large majority (87.3%) were enrolled in public institutions. Doctoral students were least likely to enroll in a public institution in North Carolina (39.7%) as compared to other degree programs. Almost all (93.9%) of the master's programs students enrolled in a public university in the state. Outside the state, the majority of degree-seeking students were also enrolled in public institutions. Overall, almost one-third of graduates outside the state chose private institutions for graduate/professional study compared to 12.7% of those who remained in the state.

TABLE 56 DEGREE SOUGHT BY LOCATION OF INSTITUTION

	DEGREE SOUGHT					NOT SEEKING	
LOCATION	ASSOC.	BACH.	MAST.	DOCT.	PROF.	DEGREE	ALL
IN NORTH CAROLINA	100.0%	92.1%	59.0%	35.3%	75.8%	63.5%	64.7%
OUTSIDE N.C.	0.0%	7.9%	41.0%	64.7%	24.2%	36.5%	35.3%
WGT N=	30	68	746	76	329	34	1,283

TABLE 57 GEOGRAPHIC LOCATION AND CONTROL OF INSTITUTION WHERE STUDENTS CONTINUING THEIR EDUCATION WERE ENROLLED BY DEGREE SOUGHT

	DEGREE SOUGHT					NOT SEEKING	
LOCATION	ASSOC.	BACH.	MAST.	DOCT.	PROF.	DEGREE	ALL
IN NORTH CAROLINA:							
PUBLIC	100.0%	83.0%	93.9%	39.7%	81.4%	75.1%	87.3%
PRIVATE	0.0%	17.0%	6.1%	60.3%	18.6%	24.9%	12.7%
WGT N=	30	62	440	27	250	21	830
OUTSIDE N.C.							
PUBLIC	0.0%	0.0%	82.3%	89.2%	13.4%	43.3%	68.9%
PRIVATE	0.0%	100.0%	17.7%	10.8%	86.6%	56.7%	31.1%
WGT N=	0	5	306	50	80	12	453

ACADEMIC PREPARATION FOR GRADUATE STUDY

Graduates who were continuing formal education were asked to report their assessment of their undergraduate education in terms of how well or ill-prepared they felt for graduate school. Table 58 shows that over four-fifths of the graduates felt well or adequately prepared for the tasks expected of them in graduate or professional school. A small number (4.2%) felt that they were not adequately prepared and 4.3% felt uncertain. The only two types of degrees where these few graduates felt inadequately prepared were professional degree and master's degree programs, the same two areas with graduates who reported uncertainty about preparation.

TABLE 58 GRADUATES' ASSESSMENT OF PREPARATION FOR GRADUATE/PROFESSIONAL SCHOOL BY DEGREE SOUGHT

PREPARATION FOR ADVANCED STUDY	DEGREE SOUGHT					NOT SEEKING DEGREE	ALL
	ASSOC.	BACH.	MAST.	DOCT.	PROF.		
WELL-PREPARED	15.6%	41.6%	50.4%	48.7%	43.1%	20.7%	46.4%
ADEQUATELY PREPARED	0.0%	17.0%	41.4%	51.3%	41.0%	31.2%	39.4%
NOT ADEQUATLY PREP.	0.0%	0.0%	3.7%	0.0%	8.0%	0.0%	4.2%
NOT SURE	0.0%	0.0%	3.8%	0.0%	7.9%	0.0%	4.3%
DOES NOT APPLY	84.4%	41.3%	0.7%	0.0%	0.0%	48.1%	5.7%
WGT N=	30	62	751	76	329	34	1,283

Table 59 provides more detailed information on the graduates assessment of their preparation for continuing their formal education. The table is arranged to show how well prepared the students felt for their graduate course of study by whether or not they were studying in the same, closely related, or different field of study as in their undergraduate program.

TABLE 59 GRADUATES' ASSESSMENT OF PREPARATION FOR GRADUATE/PROFESSIONAL SCHOOL BY SAME OR DIFFERENT FIELD OF STUDY

RELATIONSHIP: GRADUATE TO UNDERGRADUATE FIELD OF STUDY	WELL PREPARED	ADEQUATELY PREPARED	NOT ADEQ PREPARED	NOT SURE	DOES NOT APPLY	ALL
SAME	49.1%	42.9%	32.5%	32.0%	15.0%	43.3%
DIFFERENT	19.4%	25.6%	19.6%	19.5%	42.3%	23.2%
CLOSELY RELATED	31.5%	31.5%	47.9%	48.5%	42.7%	33.5%
WGT N=	595	511	54	55	73	1,288

Not quite half, 43.3%, of the 1984 graduates were continuing to study in the same discipline as their undergraduate major field. One-third were studying in a field closely related, and 23.2% had chosen an unrelated area of graduate study. Of the graduates who felt well prepared for graduate school, 80.6% were studying in the same or closely related field. A

surprising proportion, 19.4%, of graduates reporting that they were well prepared were studying in a field unrelated to their undergraduate field of study. Those students who did not feel adequately prepared for graduate school were few, and approximately twenty percent of them were studying in an unrelated field.

EDUCATIONAL BACKGROUND OF STUDENTS' PARENTS

The graduates who continued their education came from families with more education than did the overall Class of 1984. Where the class consisted of 51.0% (Table 5, Chapter I) with neither parent a college graduate, only 37.6% of the enrolled graduates had non-college educated parents (Table 60). Thirty-six percent of the continuing education graduates reported both parents with college degrees; 23.9% of the overall class came from such families. These data imply the effect of educational attainment of parents on their children.

TABLE 60 PARENTS' EDUCATION OF GRADUATES ENROLLED IN GRADUATE AND PROFESSIONAL SCHOOL BY DEGREE SOUGHT

	DEGREE SOUGHT					NOT SEEKING	
PARENTS' EDUCATION	ASSOC.	BACH.	MAST.	DOCT.	PROF.	DEGREE	ALL
NEITHER PARENT COLLEGE GRADUATE	34.9%	16.4%	49.6%	14.1%	22.2%	16.3%	37.6%
BOTH PARENTS COLLEGE GRADUATES	65.1%	41.2%	27.0%	62.2%	43.5%	68.8%	36.0%
ONLY MOTHER COLLEGE GRADUATE	0.0%	8.3%	6.5%	7.3%	6.8%	0.0%	6.4%
ONLY FATHER COLLEGE GRADUATE	0.0%	34.2%	17.0%	16.4%	27.5%	14.9%	20.0%
WGT N=	30	63	751	76	329	34	1,283

PRIMARY SOURCE OF INCOME

Paying for the rising costs of graduate school has become more difficult for some students. These graduates were asked to report the primary source of income used to pay educational expenses (Table 61). The majority of students seeking an associate degree or a second bachelor's degree relied on aid from their families. A large proportion of students pursuing a master's degree had assistanceships and fellowships (39.4%), 17.1% had government loans, and fewer than one-fourth (21.6%) had aid from family as the primary source of income. Of all the professional degree seeking students, the largest proportion (47.1%) used aid from family as the main source to pay expenses. Another 26.6% relied on government loans.

TABLE 61 GRADUATES' CURRENT *PRIMARY* SOURCE OF INCOME FOR EDUCATIONAL EXPENSES BY DEGREE SOUGHT

SOURCE	DEGREE SOUGHT					NOT SEEKING DEGREE	ALL
	ASSOC.	BACH.	MAST.	DOCT.	PROF.		
FELLOWSHIPS	0.0%	0.0%	10.7%	15.0%	5.0%	0.0%	8.2%
ASSISTANTSHIPS	0.0%	0.0%	28.7%	69.6%	0.0%	0.0%	20.1%
NONACADEMIC JOB	0.0%	15.1%	3.3%	0.0%	1.6%	0.0%	3.2%
SPOUSE'S JOB	0.0%	7.7%	5.7%	7.9%	1.6%	0.0%	4.5%
SAVINGS	0.0%	7.4%	5.1%	0.0%	8.2%	0.0%	5.5%
INVESTMENTS	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	1.5%
AID FROM FAMILY	65.6%	61.5%	21.6%	7.5%	47.1%	56.4%	32.1%
PERSONAL LOAN	0.0%	0.0%	1.7%	0.0%	4.9%	0.0%	2.3%
GOVERNMENT LOAN	16.7%	8.3%	17.1%	0.0%	26.6%	0.0%	17.8%
OTHER	17.7%	0.0%	3.5%	0.0%	5.0%	43.6%	4.8%
WGT N=	30	68	648	71	324	28	1,169

GRADUATES' BORROWING PATTERNS FOR CONTINUING THEIR EDUCATION

Three-fourths of the graduates who borrowed money (not necessarily their primary source of income) to continue their education borrowed $5,000 or less (Table 62). More blacks than whites borrowed such amounts, and those of other ethnicity borrowed higher amounts. Overall, eleven percent had debts of over $10,000 to finance their graduate or professional school education.

TABLE 62 AMOUNTS BORROWED BY THE GRADUATES CONTINUING THEIR EDUCATION BY RACE

AMOUNT BORROWED	BLACK	WHITE	OTHER	ALL
$1-$2,500	38.3%	38.7%	0.0%	37.7%
$2,501-$5,000	47.7%	36.6%	0.0%	37.6%
$5,001-$7,500	0.0%	4.3%	50.4%	4.7%
$7,501-$10,000	7.0%	9.5%	0.0%	8.9%
OVER $10,000	7.0%	10.9%	49.6%	11.1%
WGT N=	76	389	11	476

MAJOR FIELD OF STUDY

Three-fourths of the graduates (76.7%) were studying for a degree in the same or closely related discipline area as they studied as undergraduates. Table 63 shows the breakdown by major field of the areas chosen for study. Sixteen percent of the continuing education graduates were seeking a degree in the Social Sciences, 12.9% in Biological Sciences, and 11.2% in Business.

TABLE 63 GRADUATE STUDENTS' PROGRAM OF STUDY: RELATIONSHIP TO UNDERGRADUATE FIELD

	GRADUATE FIELD OF STUDY			
UNDERGRAD FIELD	SAME	DIFFERENT	CLOSELY RELATED	ALL
AGRICULTURE	7.6%	5.1%	1.2%	5.0%
ARCHITECTURE	0.9%	0.0%	1.4%	0.8%
BIOLOGICAL SCIENCES	5.3%	12.6%	23.5%	12.9%
BUSINESS	10.9%	16.7%	7.7%	11.2%
EDUCATION	5.1%	0.0%	8.2%	4.9%
ENGINEERING	8.1%	5.3%	2.5%	5.6%
HEALTH PROFESSIONS	8.6%	1.7%	0.0%	4.2%
HOME ECONOMICS	1.0%	1.9%	2.6%	1.7%
LETTERS	4.8%	12.5%	7.7%	7.6%
MATHEMATICS	3.1%	0.0%	2.6%	2.2%
PHYSICAL SCIENCE	9.2%	9.1%	8.5%	8.9%
PSYCHOLOGY	5.7%	3.6%	7.7%	5.9%
SOCIAL SCIENCES	9.2%	27.8%	16.9%	16.0%
OTHER	20.5%	3.6%	9.5%	13.0%
WGT N=	558	293	406	1,257
TOTAL	44.4%	23.3%	32.3%	

CHAPTER IV
COMPARISONS OF 1974, 1979, AND 1984 COHORTS

PREFACE

The primary purpose of this study was to describe the early career activities of the 1984 graduates. There exists, however, the opportunity to compare the '84 graduates to previous UNC cohorts studied in 1974 and 1979. Differences in questionnaire and survey design among the three studies limit comparisons of the data, especially the 1974 survey because it included all levels of degree recipients beyond the baccalaureate. Some data have been extracted from the major findings of all three studies and summarized here to provide evidence of the changes and similarities of UNC graduates over a ten year period.

GENERAL CHARACTERISTICS

The 1984 population was made up of 55% women, a proportion very similar to the earlier populations studied which consisted of 56% (1979) and 50.4% women in 1974. The proportion of minorities receiving bachelor's degrees has also been stable: 18% of the 1984 graduates were black and 2% were of other ethnicity. In 1979 and 1974, blacks comprised 20% and 18% of the graduate population respectively.

Not surprisingly, the large majority of all three cohorts were classified as North Carolina residents during their undergraduate years. Each succeeding cohort had a slightly larger proportion of residents. In 1974, 87 percent, in 1979, 88%, and in 1984, 90% of the graduates were residents all or part of the time they were enrolled in school.

Overall, parents' educational attainment was higher for the graduates of the Class of 1979 than for those of the Class of 1974 and still higher for the Class of 1984. The change was particularly striking for black graduates. In 1974, only about one in twenty of the black graduates came from families in which both parents were college graduates and about one in eight came from families in which at least one parent was a college graduate. Among the 1979 black graduates, those proportions were 10.5 percent and 26.7 percent, respectively, indicating that approximately twice as many of these graduates came from college-educated families as those receiving their bachelor's degree in 1974[1]. Of the 1984 black graduates, 10.6% were from families with both parents holding a college degree and over one-fourth (25.8%) had at least one parent with a college degree.

Among white graduates, the proportion having at least one parent with a college degree increased from about 35 percent in 1974 to 46 percent in 1979 and increased to 53.4 percent in 1984. Those having both parents as college graduates increased from 14.4% in 1974 to 22.8% in 1979 and to 26.6% in 1984. Overall, the proportion of graduates having at least one college-educated parent increased from 31% in 1974 to 42% in 1979 and to 49% in 1984 while those having two college-educated parents increased from 12.5% (1974) to 20.2% (1979) to 23.9% in 1984.

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[1]From The Class of 1979: Survey of the University of North Carolina Bachelor's Degree Recipients, UNC General Administration 1980.

Although the format of questions regarding satisfaction with major and institution differed in the three surveys, the responses of the graduates did not. About nine of every ten graduates of the Classes of 1974 and 1979 indicated that they were moderately to well satisfied with their major, institution, and general educational experiences as undergraduates at UNC institutions.

The 1984 graduates reported overwhelmingly (92.3%) that they were satisfied (highly or moderately) with the quality of instruction in their major field of study and 94.0% were satisfied with the overall quality of instruction.

The 1974 and 1979 cohorts of graduates were remarkably similar in terms of their primary activities one year after graduation, but the 1984 graduates showed some differences.

PRIMARY ACTIVITY

The most significant change in primary activity of graduates approximately one year after graduation was the number of graduates who chose to join the labor force. (Table 64). In 1979, there was a small increase in the proportion of graduates continuing their education as compared to 1974 graduates. In 1984, there was a significant drop in the proportion of graduates continuing their education offset by the higher proportion who held jobs. This change may be related to the increasing costs of higher education: 42.3% of the 1984 graduates borrowed money during their undergraduate years and 53.4% received student aid. The 1984 graduates report high educational aspirations with 82.3% expecting to complete a degree higher than a bachelor's degree, similar to the 1979 graduates. These data indicate that, given their high aspirations, the 1984 graduates were perhaps delaying their enrollment in graduate/professional school.

TABLE 64 PRIMARY ACTIVITY ONE YEAR AFTER GRADUATION: CLASSES OF '74, '79 AND '84

	COHORTS		
ACTIVITY	1974	1979	1984
EMPLOYED	76.0%	76.1%	81.2%
CONTINUING EDUCATION	16.0%	16.9%	12.8%
HOMEMAKER/UNEMPLOYED	8.0%	7.0%	6.0%

EMPLOYED GRADUATES

By far, most of the graduates who entered the labor force found jobs in North Carolina – a consistent finding in all three cohorts (see Table 65). In 1984, the graduates working outside the state were asked if they looked for a job in North Carolina and over half (50.9%) responded yes. A substantial majority of those out-of-state graduates (69.9%) reported that they wished to return to North Carolina.

TABLE 65 LOCATION OF EMPLOYMENT

	COHORTS		
LOCATION	1974	1979	1984
IN NORTH CAROLINA	72.6%	76.9%	73.9%
OUTSIDE NC	27.4%	23.1%	26.1%

The employed graduates were, in the main, satisfied with their jobs in both the '84 and '79 cohorts: 85.5% of '84 graduates and 84.9% of '79 graduates were highly or moderately satisfied with their jobs.

The relationship between current employment and major field of study was very similar across cohorts.

TABLE 66 RELATIONSHIP OF JOB TO MAJOR FIELD OF STUDY

	COHORTS		
RELATIONSHIP	1974	1979	1984
DIRECTLY RELATED	82.5%	56.3%	56.2%
SOMEWHAT RELATED	XXXX	26.0%	24.8%
NOT RELATED	17.5%	17.7%	19.0%

There was a slight increase in the proportion of 1984 graduates who held jobs unrelated to their field of study as compared to the '79 and '74 graduates. (Table 66).

MAJOR FIELD OF STUDY

Only limited (and no tabular) data were available describing the major fields of study of the class of 1974. There were some interesting differences, however, in the chosen majors of the 1979 and 1984 graduates.

TABLE 67 MAJOR FIELD OF UNDERGRADUATE STUDY BY SEX 1984 COHORT

FIELD OF STUDY	PERCENT OF POPULATION IN FIELD OF STUDY			PERCENT WOMEN IN FIELD OF STUDY
	MEN	WOMEN	TOTAL	
AGRICULTURE	3.3%	1.4%	2.2%	35.9%
ARCHITECTURE	1.7%	0.2%	0.8%	12.0%
BIOLOGICAL SCIENCES	4.5%	3.2%	3.7%	49.1%
BUSINESS	24.5%	18.4%	21.0%	50.3%
COMMUNICATIONS	1.8%	3.5%	2.8%	72.5%
COMPUTER SCIENCE	4.2%	2.0%	2.9%	38.4%
EDUCATION	6.9%	12.9%	10.4%	71.5%
ENGINEERING	16.6%	1.7%	8.1%	12.2%
HEALTH PROFESSIONS	3.5%	16.2%	10.8%	86.1%
HOME ECONOMICS	0.2%	5.2%	3.1%	96.5%
MATHEMATICS	3.3%	1.4%	2.2%	35.8%
PHYSICAL SCIENCES	4.9%	1.9%	3.2%	33.9%
PSYCHOLOGY	2.0%	5.0%	3.7%	77.1%
PUBLIC AFFAIRS	2.7%	5.2%	4.1%	71.8%
SOCIAL SCIENCES	12.1%	8.3%	9.9%	47.8%
OTHER	7.7%	13.6%	11.1%	70.4%
ARTS & SCIENCES	38.7%	35.2%	36.7%	55.0%
PROFESSIONAL	61.3%	64.8%	63.3%	58.7%
WGT N=	4,360	5,859	10,219	5,859

Comparing 1984 and 1979, the largest increase in proportion of graduates in a particular major field was in Business and Management. The largest decrease came in Education: 18.1% of the 1979 graduates majored in Education but only 10.4% of the 1984 graduates did. Increases also occurred in Computer Science (0.5% to 2.9%), Biological Sciences (1.4% to 3.7%), Communications (1.2% to 2.8%), Engineering (5.6% to 8.1%), Health Professions (8.7% to 10.8%), Mathematics (1.7% to 2.2%) and Other. The remaining fields showed a decreased proportion of graduates between 1979 and 1984.

Significant changes in choice of field of study by sex were observed. For example, in 1974, 32.5% of the women graduates received Education degrees. This number declined to 25.3% in 1979 and 12.9% in 1984. Fields that had an increasing number of women with each of the surveys were Agriculture, Biological Sciences, Business, Communications, Engineering, and Public Affairs. Women majoring in Computer Science also increased between 1979 and 1984.

For the proportion of men choosing fields of study, only Psychology and Social Sciences majors have remained consistent over the 10 year period of the 1974, 1979, and 1984 studies: the proportion declined each year. Although Engineering and Mathematics declined between 1974 and 1979, the proportion of men in those fields increased in 1984 over 1979.

TABLE 68 MAJOR FIELD OF UNDERGRADUATE STUDY BY SEX 1979 COHORT

FIELD OF STUDY	PERCENT OF POPULATION IN FIELD OF STUDY			PERCENT WOMEN IN FIELD OF STUDY
	MEN	WOMEN	TOTAL	
AGRICULTURE	4.8%	1.1%	2.7%	23.2%
ARCHITECTURE	2.6%	0.6%	1.4%	23.3%
BIOLOGICAL SCIENCES	7.0%	3.7%	1.4%	41.3%
BUSINESS	25.0%	11.1%	17.1%	37.1%
COMMUNICATIONS	1.2%	1.2%	1.2%	56.8%
COMPUTER SCIENCE	0.7%	0.2%	0.5%	29.1%
EDUCATION	8.6%	25.3%	18.1%	79.6%
ENGINEERING	12.3%	0.6%	5.6%	5.6%
HEALTH PROFESSIONS	2.1%	13.7%	8.7%	89.5%
HOME ECONOMICS	0.0%	6.2%	3.5%	100.0%
MATHEMATICS	1.8%	1.6%	1.7%	53.5%
PHYSICAL SCIENCES	5.0%	2.1%	3.3%	35.7%
PSYCHOLOGY	2.3%	5.1%	3.9%	74.4%
PUBLIC AFFAIRS	4.1%	5.5%	4.9%	64.1%
SOCIAL SCIENCES	13.1%	11.3%	12.1%	53.3%
OTHER	9.4%	10.7%	10.2%	60.0%
ARTS & SCIENCES	39.3%	34.5%	36.6%	53.7%
PROFESSIONAL	60.7%	65.5%	63.4%	58.8%
WGT N=	4,602	6,086	10,688	6,086

CONTINUING EDUCATION

Roughly the same proportion of graduates from the Class of '74 and the Class of '79, approximately 16%, indicated that they were continuing their formal education. The proportion of men continuing their education remained at the 1974 level of 21 percent, while females continuing their formal education increased from 11 percent in 1974 to 13.6 percent in 1979. However, there was a smaller proportion of '84 graduates continuing formal education, 12.6 percent. The proportion of women continuing their education dropped to 9.9 percent, and of men, to 16.2 percent.

Similar to the findings in the 1974 and 1979 surveys, the majority of 1984 graduates who continued their education beyond the bachelor's level enrolled in schools in North Carolina. Approximately three-fifths of the 1974 and 1979 graduates were enrolled in North Carolina institutions; the proportion was slightly higher for 1984 graduates, 64.7%.

UNEMPLOYMENT

The overall rate of unemployment was lower for the 1979 and 1984 UNC graduates (5.2% for both years) than for those graduating in 1974 (7.3%). Unemployment was defined as not working and "actively seeking employment". Homemakers, continuing students, or graduates who were not seeking work at the time of the survey were not included in the calculation of unemployment.

CHAPTER V
SUMMATION OF MAJOR FINDINGS

MAJOR FINDINGS

The initial follow-up study of UNC graduates, *The Class of 1974*, established the precedent of examining the outcomes of higher education in North Carolina. That study recommended that additional studies be conducted to provide the University with current information about graduates and allow for analyses of changes and similarities of graduating classes over time. The 1979 study and the Class of 1984 study have carried out that recommendation.

This report has described the characteristics of the 1984 graduates, their backgrounds, employment experience, continued education and other activities. The previous chapter compared the similarities and differences of the class of 1984 with the graduates of 1974 and 1979. Although the purpose of the study was to describe the 1984 graduates in their early careers, particular conclusions may be inferred from these data. Among these findings are:

(1) **UNC is educating first generation college graduates who have high educational aspirations.** More than half of the graduates were first generation college graduates. The median family income of those graduates' parents who were not themselves college graduates was $24,913 compared to a median family income of $44,546 for graduates' parents who had at least one college degree between them. Only sixteen percent of the graduates reported that they would engage in no further study beyond their bachelor's degree. Over half, 56%, expect to receive a master's degree, 9% aspire to a professional degree and 15% of the graduates expect to complete a doctorate.

(2) **UNC graduates are satisfied with their educational experiences.** Ninety-four percent were satisfied with the overall quality of instruction at their institutions and ninety-two percent reported satisfaction with the quality of instruction in their major field of study. The overall satisfaction levels were undiminished from levels of earlier surveys.

   A. The graduates reported some dissatisfaction with three aspects of their education: the quality of academic advising (36% dissatisfied), the quality of career guidance and counseling (37% dissatisfied) and the quality of job placement services (32% dissatisfied).

   B. Over eight out of ten would choose the same institution if they could begin again and over seven out of ten would choose the same major field of study.

(3) **UNC undergraduates contribute significantly to their college expenses and the majority rely on some form of student financial aid to finance their education.** Over half of UNC's graduates received financial aid during college – the majority received that aid every semester, with differences by race. For example, over half of the black graduates received aid every semester while over half of the white graduates received no aid at all. In terms of self-help, almost the entire class

(95.7%) either worked during the school year, worked in the summer, borrowed money, or some combination of the three. Twenty-eight percent borrowed, worked while school was in session and worked in the summer. Thirty-two percent of the class did not borrow, but worked year around to help pay for their education.

(4) **UNC graduates are finding satisfying employment in North Carolina in jobs related to their major field of study.** The vast majority (86%) of the graduates reported satisfaction with their employment. About eight of ten graduates are working in jobs directly or somewhat related to their major field of study. Seventy-four percent of employed graduates are working in North Carolina. The median income for full-time employed graduates one year after graduation was $16,500.

(5) **The majority of graduates entering the labor force found work before or shortly after graduation.** Over one-third (33.9%) of the graduates secured employment before graduation. Another one-third (34.4%) had jobs within 90 days after graduation.

(6) **The proportion of UNC graduates continuing their education immediately after earning a bachelor's degree has declined since 1974.** Thirteen percent of the 1984 graduates reported continuing their education as their primary activity one year after graduation compared to 16% in 1974 and 17% in 1979.

(7) **The majority of graduates continuing their education chose North Carolina institutions for graduate study.** Sixty-five percent of the graduates continuing their formal education were enrolled in North Carolina schools, the vast majority of those (87%) in public institutions. Overall, 58% of the graduates were seeking a master's degree, 6% a doctorate and 26% a first professional degree.

(8) **UNC is providing a good undergraduate education for those planning to continue their education.** UNC graduates felt that their undergraduate education prepared them for the demands of graduate study: eighty-six percent reported that they were well or adequately prepared for graduate school.

(9) **The unemployment rate for the Class of 1984 was exactly the same as national unemployment rates for young people with at least four years of college, 5.2%.** However, most of those unemployed graduates who were seeking work at the time of the survey (86%) had held jobs since graduation.

(10) **The median earnings of 1984 graduates approximately one year after graduation was $16,500.** The median income for black graduates was $14,400; median earnings for white graduates was $17,000; median earnings for graduates of other ethnicity was $16,000. Median earnings for men was $19,000 and women's median earnings was $15,000. Graduates who majored in Architecture, Computer Science, Engineering, Health Professions, Mathematics and Interdisciplinary fields all had median earnings of $18,000 or more.

(11) **Between 1979 and 1984, UNC students have shifted the focus of their career preparation as reflected in their choices of major field of study.** Since 1979, the largest increase in proportion of graduates in a particular major field was in Business. The largest decrease was in Education: 18.1% of the 1979 graduates majored in Education compared to 10.4% of the 1984 graduates. There was a sharp decline in the proportion of women majoring in Education: 12.9% in 1984, down from 25.3% in 1979. There was an increase from 1979 to 1984 in the proportion of women majoring in Agriculture, Biological Sciences, Business, Communications, Engineering, Public Affairs and Computer Science.

(12) **The graduates of the Classes of 1974, 1979 and 1984 were more alike than dissimilar in terms of employment, residency, education satisfaction and success in finding employment.** One notable difference among the classes was in the proportion continuing formal education after the bachelor's degree. Thirteen percent of the class of 1984 went on to graduate school compared to 17% of the 1979 graduates and 16% of the 1974 graduates.

APPENDICES

APPENDIX A

TABLE A: NUMBER IN SAMPLE AND NUMBER OF RESPONDENTS BY ETHNIC BACKGROUND AND INSTITUTION

	SAMPLE				RESPONDED				
	BLACK	WHITE	OTHER	TOTAL	BLACK	WHITE	OTHER	UNKNOWN*	TOTAL
ASU	2	207	3	212	1	158	2	2	163
ECU	24	223	3	250	15	165	1	–	181
ECSU	46	6	1	53	22	4	1	–	27
FSU	33	10	0	43	17	7	–	–	24
NCA&T	94	8	1	103	54	1	0	–	55
NCCU	110	6	3	119	49	4	2	–	55
NCSA	1	17	0	18	1	9	–	–	10
NCSU	15	359	5	379	7	289	3	3	302
PSU	7	43	10	60	4	30	6	1	41
UNC-A	0	31	0	31	–	25	–	1	26
UNC-CH	37	541	13	591	16	406	9	11	442
UNC-C	12	220	3	235	7	160	1	3	171
UNC-G	17	190	1	208	10	139	1	–	150
UNC-W	3	92	1	96	2	71	0	–	73
WCU	3	137	2	142	3	108	1	2	114
WSSU	54	3	0	57	27	3	0	–	30
UNC	458	2093	46	2597	235	1579	27	23	1864

*Respondents whose institution was identified, but race, gender and major field were unknown.

TABLE B: RESPONSE RATE BY RACE AND INSTITUTION

	RACE			
CAMPUS	BLACK	WHITE	OTHER	TOTAL
ASU	50.0%	76.3%	66.7%	76.9%
ECU	62.5%	74.0%	33.3%	72.4%
ECSU	47.8%	66.7%	100.0%	50.9%
FSU	51.5%	70.0%	–	55.8%
NCA&T	57.5%	12.5%	–	53.4%
NCCU	44.6%	66.7%	66.7%	46.2%
NCSA	100.0%	52.9%	–	55.6%
NCSU	46.7%	80.5%	60.0%	79.7%
PSU	57.1%	69.8%	60.0%	68.3%
UNC-A	–	80.6%	–	83.9%
UNC-CH	43.2%	75.0%	69.2%	74.8%
UNC-C	58.3%	72.7%	33.3%	72.8%
UNC-G	58.8%	73.2%	100%	72.1%
UNC-W	66.7%	77.2%	–	76.0%
WCU	100.0%	78.8%	50.0%	80.3%
WSSU	50.0%	100%	–	52.6%
UNC	51.3%	75.4%	58.7%	71.8%

TABLE C: RESPONSE RATES FOR MINORITY STUDENTS*

BLACKS AT PREDOMINANTLY WHITE CAMPUSES

SAMPLE	RESPONDED	PERCENT
121	66	54.5%

WHITES AT PREDOMINANTLY BLACK CAMPUSES

SAMPLE	RESPONDED	PERCENT
33	19	57.6%

*Respondents whose institution was identified, but race, gender and major field were unknown.

APPENDIX A (Continued)

TABLE D: COMPARATIVE PERCENTAGE[1] DISTRIBUTIONS FOR ORIGINAL SAMPLE AND FOR RESPONDENTS BY RACE, SEX, AND MAJOR FIELD OF STUDY

1)	RACE	SAMPLE	RESPONDENTS
	WHITE	80.6%	84.7%
	BLACK	17.6%	12.6%
	OTHER	1.8%	1.4%
	UNKNOWN[2]	–	1.2%
	TOTAL	100%	100%

2)	SEX	SAMPLE	RESPONDENTS
	MEN	43.8%	43.0%
	WOMEN	56.2%	55.8%
	UNKNOWN[2]	–	1.2%
	TOTAL	100%	100%

3)	SELECTED MAJORS	SAMPLE	RESPONDENTS
	AGRICULTURE	1.848%	2.307%
	ARCHITECTURE	0.847%	0.858%
	BIOLOGICAL SCIENCES	3.774%	3.702%
	BUSINESS	20.447%	20.494%
	EDUCATION	10.012%	9.925%
	ENGINEERING	8.202%	8.315%
	HEALTH SCIENCES	10.474%	10.730%
	HOME ECONOMICS	2.811%	2.897%
	MATHEMATICS	2.156%	2.146%
	PHYSICAL SCIENCES	2.811%	3.219%
	PSYCHOLOGY	3.658%	3.648%
	PUBLIC AFFAIRS	4.736%	4.024%
	SOCIAL SCIENCES	10.435%	9.710%
	OTHER	17.790%	16.792%
	UNKNOWN[2]	–	1.234%
	TOTAL	100%	100%

[1]Percentages are based on *unweighted* numbers
[2]"Unknown" percentages=23 respondents with race, sex, and major field of study unknown

APPENDIX B

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2688

CHAPEL HILL 27515-2688

WILLIAM FRIDAY
President

TELEPHONE (919) 962-6981

Spring 1985

Dear Graduate,

Your name has been selected for inclusion in a random sample of 1984 college graduates of the sixteen member institutions of the University of North Carolina. The sample survey, which was also conducted in 1974 and 1979, provides us with useful information about our graduates as they make the vital transition from school to employment or further study. With this information, we can better understand and plan for the needs of students. We hope you will take the opportunity to let us know about your experiences as a student and recent graduate. If you wish, we will mail you a summary of the survey information so that you can compare your responses to those of other graduates of your institution and of the other fifteen UNC institutions.

As a survey participant, you will be asked to complete a single mailed questionnaire that will take only a few minutes of your time. We will ask you to report on your background, college experience, satisfaction with your education, and current status. All information is held in strict confidence and will be used for planning and research purposes. If you agree to take part in our survey, you can expect the questionnaire to arrive in early May.

We want our survey sample to represent as closely as possible the activities and opinions of the entire graduating class of 1984. Roughly two-thirds of the 1974 and 1979 sample responded; we are hoping for a ninety percent response rate from your class. Please complete and return the form below even if you do not wish to participate in the survey. Without a completed form our staff will conclude that the address we have for you is incorrect, and we will make other efforts to reach you. We need your correct name, address and telephone number so that we may contact you later if we need to verify your responses. No postage is necessary to return the form. Please do not detach the form below; simply reverse the fold of the letter, tape the letter closed so that the UNC business reply address is displayed and drop it in the mail.

We appreciate your contribution to this important study.

Sincerely,

W Friday

William Friday

_____ Yes, I agree to participate in UNC's 1984 college graduate survey.

_____ Please send me a copy of survey results.

_____ No, I do not wish to participate.

Comment: _____

Signed: _____

Telephone: Day (8-5) _____ Night (5-9) _____

IMPORTANT NOTE: Please revise the mailing label with your current name and/or address if either is now different from the information appearing on the label.
Thank you.

PLEASE RETURN THIS LETTER AS SOON AS POSSIBLE. IF YOU HAVE ALREADY RECEIVED A COPY OF THIS FORM AND RETURNED IT TO US, YOU MAY DISREGARD THIS SECOND NOTICE.

Return Address

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

CLASS OF 84
SURVEY

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 44 CHAPEL HILL, N.C.

POSTAGE WILL BE PAID BY ADDRESSEE

UNC — General Administration
P.O. Box 2688
Chapel Hill, NC 27515

AN INVITATION TO PARTICIPATE IN A SURVEY OF SPRING 1984 GRADUATES FROM THE 16 CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

University of North Carolina
General Administration
P.O. Box 2688
Chapel Hill, NC 27515

Pre-Sorted
First Class Mail
US Postage
PAID
Chapel Hill, NC 2751
Permit No. 177

If necessary, please forward to: _____

64

FIRST CLASS MAIL

APPENDIX C

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P.O. BOX 2688
CHAPEL HILL 27515-2688

WILLIAM FRIDAY
President

TELEPHONE: (919) 962-6981

Spring 1985

Dear 1984 Graduate,

Every five years, the University of North Carolina gathers information from recent graduates of our sixteen constituent institutions. The excellent response of the 1974 and 1979 graduates provided us with information that helped us to better understand and plan for the educational needs of students.

You have agreed to participate in our survey to obtain a profile of your graduating class. As one of the randomly selected sample of the 17,000 UNC students who earned a baccalaureate degree in 1984, your response is important to the success of the study.

Please take a few minutes to complete and return this questionnaire. Be assured that your individual responses will remain confidential, as guaranteed by the Privacy Act of 1974. Answering these questions will provide your university with new and useful insight into the experiences of its graduates as they embark on new careers.

We ask that you return the completed questionnaire as soon as possible. Thank you for your help.

Sincerely,

William Friday

THE UNIVERSITY OF NORTH CAROLINA *is composed of the sixteen public senior institutions in North Carolina*
An Equal Opportunity/Affirmative Action Employer

DIRECTIONS

There are four (4) sections to this questionnaire. Everyone is to complete Sections A and one of the remaining three sections. If you are currently working, please answer Sections A and B only; if you are in school continuing your formal education, please answer sections A and C only; and if you are a fulltime homemaker or unemployed, please answer Sections A and D only.

All information from this survey is confidential. Your response will be used purely for planning and research; individuals will not be identified in any analysis of the data. If you are unable or reluctant to answer a question, please leave it blank.

NOTE: Throughout the survey, all questions seeking information about 'your institution' or 'your degree' refer to a UNC institution and the degree awarded to you by that institution in 1984 unless otherwise indicated.

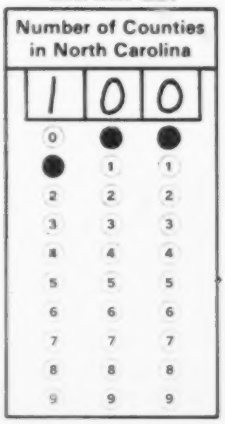
MARKING INSTRUCTIONS

To complete each data item mark the appropriate circles to record your answer. If the data item has space provided on the top of the column, also write the letter or number which you have marked. See example.

- Use only a black lead pencil (No. 2½ or softer)
- Do NOT use ink or ballpoint pen
- Make heavy black marks that completely fill the circle
- Erase completely any marks you wish to change
- Make NO stray marks on the answer sheet

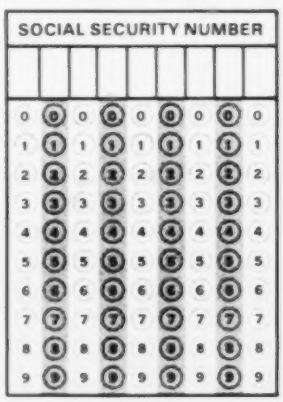
Proper mark: ○ ● ○ Improper marks: ✓ X •

EXAMPLE:



Social Security Number

We ask that you voluntarily report your social security number here. We will use it to verify that you responded and to take some information such as your race, sex and major field of study from your college records. By giving your social security number you help us to shorten this questionnaire by not asking you again for data which you have previously reported to your institution.



Do not complete more than two (2) sections, including Section A. Please use the enclosed UNC business reply envelope to return the completed questionnaire as soon as possible. No additional postage is necessary. Thank you for taking the time to participate in this important survey.

SECTION A

This section is to be completed by everyone. Questions are divided into five (5) subsections: 1) Current Information 2) Family 3) High School Experience 4) College Experience 5) Educational Satisfaction

CURRENT INFORMATION

A-1. What is your current primary activity?

- ○ Full-time employment including self-employment, internship and residency (35 hrs. or more per week)
- ○ Part-time employment
- ○ Military service
- ○ Continuing formal education
- ○ Full-time homemaker
- ○ Unemployed and actively seeking employment
- ○ Unemployed and not seeking employment but plan to within 6 months.
- ○ Unemployed and do not plan to seek employment

A-2. From which UNC institution did you graduate?

- ○ Appalachian State U.
- ○ East Carolina U.
- ○ Elizabeth City State U.
- ○ Fayetteville State U.
- ○ NC Ag and Technical State U.
- ○ NC Central U.
- ○ NC School of the Arts
- ○ NC State U.
- ○ Pembroke State U.
- ○ UNC Asheville
- ○ UNC Chapel Hill
- ○ UNC Charlotte
- ○ UNC Greensboro
- ○ UNC Wilmington
- ○ Western Carolina U.
- ○ Winston-Salem State U.

A-3. What is your birthdate?

Month		Year	
0	0	0	0
1	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

A-4. Are you currently married?

- ○ Yes
- ○ No

FAMILY INFORMATION

A-5. Indicate your parents' educational level.

Mother

- ○ Eighth grade or less
- ○ Some high school
- ○ High school graduate
- ○ Some college
- ○ College graduate
- ○ Graduate training

Father

- ○ Eighth grade or less
- ○ Some high school
- ○ High school graduate
- ○ Some college
- ○ College graduate
- ○ Graduate training

A-6. In the year that you graduated, what was the amount of your parents' or guardians' combined pre-tax income?

- ○ Less than $10,000
- ○ $10,000-$15,000
- ○ $15,001-$20,000
- ○ $20,001-$25,000
- ○ $25,001-$30,000
- ○ $30,001-$40,000
- ○ $40,001-$50,000
- ○ Greater than $50,000
- ○ Don't know

HIGH SCHOOL EXPERIENCE

A-7. Which of the following courses did you take in high school? (Mark all that apply)

- ○ Algebra I
- ○ Geometry
- ○ Algebra II
- ○ Trigonometry
- ○ Calculus or Pre-Calculus
- ○ General Science
- ○ Biology
- ○ Chemistry
- ○ Physics
- ○ U.S. History
- ○ World History
- ○ Government/Civics
- ○ Economics
- ○ Senior English
- ○ 2nd year of foreign language

A-8. Approximately what grade point average did you earn in the courses that you marked in question A-7?

- ○ Mostly A's, some B's (3.5-4.0)
- ○ Mostly B's, some A's (3.0-3.4)
- ○ Mostly B's, some C's (2.5-2.9)
- ○ Mostly C's, some B's (2.0-2.4)
- ○ Mostly C's, some D's (1.6-1.9)
- ○ Other

A-9. Indicate the location, control and type of high school that you attended for the longest period of time.

LOCATION

- ○ In North Carolina
- ○ Outside North Carolina

CONTROL

- ○ Public
- ○ Private

TYPE

- ○ Only black students enrolled
- ○ Predominantly black
- ○ About half black students, half white students
- ○ Predominantly white
- ○ Only white students enrolled

COLLEGE EXPERIENCE

A-10. When did you first enter your institution to work on your degree? When did you complete the requirements for graduation?

ENTERED INSTITUTION		COMPLETED DEGREE REQUIREMENTS	
MONTH	YEAR	MONTH	YEAR
0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1
2	2 2	2	2 2
3	3 3	3	3 3
4	4 4	4	4 4
5	5 5	5	5 5
6	6 6	6	6 6
7	7 7	7	7 7
8	8 8	8	8 8
9	9 9	9	9 9

A-11. Did you begin work on your degree at an institution other than the institution that awarded your degree? If yes, indicate the date.

- ○ Yes
- ○ No

DATE	
MONTH	YEAR
0 0	0 0
1 1	1 1
2	2 2
3	3 3
4	4 4
5	5 5
6	6 6
7	7 7
8	8 8
9	9 9

A-12. What was your class level when you first entered the UNC institution from which you graduated?

- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Other/special student

A-13. If you transferred credit from one or more institutions, how many credit hours did you transfer and from how many institutions?

CREDIT HOURS

- ○ 0-30
- ○ 31-60
- ○ 61-90
- ○ 91 or more

NUMBER OF INSTITUTIONS

- ○ One
- ○ Two
- ○ Three
- ○ Four or more

A-14. How many credit hours did you earn through Advanced Placement or CLEP exams?

- ○ None
- ○ 1-5
- ○ 6-10
- ○ 11-20
- ○ 21-30
- ○ 31 or more

A-15. What was your overall grade point average at the time you graduated?

- ○ Mostly A's, some B's (3.5-4.0)
- ○ Mostly B's, some A's (3.0-3.4)
- ○ Mostly B's, some C's (2.5-2.9)
- ○ Mostly C's, some B's (2.0-2.4)
- ○ Mostly C's, some D's (1.6-1.9)
- ○ Other

A-16. Were you classified as a N.C. resident for tuition purposes while enrolled at your institution?

- ○ Yes
- ○ No
- ○ For a part of the time that I was enrolled

A-17. Counting yourself, how many members of your immediate family were in college while you were a senior? Include your parents or guardians if they were enrolled in college.

- ○ One
- ○ Two
- ○ Three
- ○ Four
- ○ Five
- ○ Six or more

A-18. Did you receive any student financial aid while you worked on your degree?

- ○ Yes, in every semester of college
- ○ Yes, in most semesters of college
- ○ Yes, in less than half of the semesters
- ○ No, (skip to Question A-20)

A-19. Was any of your student financial aid awarded on the basis of financial need?

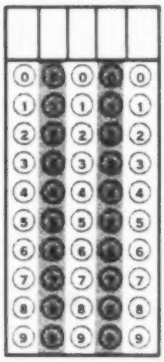
- ○ Yes
- ○ No
- ○ Don't know

A-20. Did you take out any college loans while working on your degree?

- ○ Yes
- ○ No (skip to Question A-23)

A-21. At the time of graduation, how much were you in debt as a result of these loans and from how many different lenders did you borrow?

INDEBTEDNESS
(Report rounded numbers only. If you are uncertain, give your best estimate.)



HOW MANY LENDERS
(Mark all that apply)

- ○ Institutional Loans (e.g., NDSL, etc.)

GSL - Guaranteed Student Loans

- ○ College Foundation (GSL)
- ○ Other GSL

PLUS - Parent Loans to Undergraduate Students

- ○ College Foundation PLUS
- ○ Other PLUS

A-22. Approximately what percentage of this indebtedness will you, rather than your parents or guardians, need to repay (either in cash or service)?

- ○ 100%
- ○ 76-99%
- ○ 51-75%
- ○ 26-50%
- ○ 1-25%
- ○ None

A-23. How many times did you change your major while working on your degree?

- ○ Never
- ○ Once
- ○ Twice
- ○ Three times
- ○ Four times
- ○ Five or more times

A-24. If you intend to engage in further formal study, what is the highest degree you eventually hope to receive?

- ○ No further study intended
- ○ Bachelor's degree
- ○ Master's degree
- ○ Professional degree (M.D., D.V.M., J.D.)
- ○ Doctorate (Ph.D., Ed.D., D.B.A.)
- ○ Other

A-25. While school was in session, how many hours per week on average, did you work for pay?

- ○ I was not employed
- ○ Employed 1-10 hours per week
- ○ Employed 11-20 hours per week
- ○ Employed 21-34 hours per week
- ○ Employed 35 hours or more per week

A-26. Did you work for pay during the summers when you were working on your degree?

- ○ Yes, every summer
- ○ Yes, at least half the summers
- ○ Yes, less than half the summers
- ○ No

A-27. Approximately how many hours per week did you usually spend on school work tasks while school was in session? Include class and study time.

- ○ Less than 20 hours per week
- ○ About 20 hours per week
- ○ About 30 hours per week
- ○ About 40 hours per week
- ○ About 50 hours per week

A-28. In which of the following extra-curricular activities did you participate while working on your degree?
(Mark all that apply)

- ○ Student newspaper
- ○ Student government
- ○ Intercollegiate athletics
- ○ Student yearbook
- ○ Sororities/fraternities
- ○ Political activities
- ○ Community service
- ○ Church activities
- ○ Performing arts
- ○ Intramural sports
- ○ Other student organizations
- ○ Other

EDUCATIONAL SATISFACTION

A-29. ***How well do you feel your institution met your needs*** **in the following areas?**

	Poorly	Somewhat Adequately	Adequately	Very Well
Intellectual growth	○	○	○	○
Career training	○	○	○	○
Personal growth	○	○	○	○

A-30. **How satisfied were you with each of the following?**

	Don't Know	Very Dissatisfied	Dissatisfied	Moderately Satisfied	Very Satisfied
The quality of instruction in your major field/program	○	○	○	○	○
The overall quality of instruction	○	○	○	○	○
The quality of academic advising	○	○	○	○	○
The quality of career guidance and counseling	○	○	○	○	○
The quality of job placement services	○	○	○	○	○

A-31. **If you could begin again, would you choose to attend the same institution? Would you choose the same major field of study?**

Choose same institution

- Yes
- No

Choose same field of study

- Yes
- No

THANK YOU FOR COMPLETING SECTION A

If you responded that employment is your present primary activity (choices 1, 2, or 3 of item A-1), GO TO SECTION B.

If you responded that you are continuing your formal education (choice 4 of item A-1), GO TO SECTION C.

If you responded that full-time homemaking or unemployment is your present primary activity (choices 5, 6, 7, or 8 of item A-1), GO TO SECTION D.

SECTION B

Please complete this section ONLY if you marked in item A-1 that your primary current activity is EMPLOYMENT.

B-1. **Indicate the location of your present employment.**

- ○ In North Carolina
- ○ Outside North Carolina

B-2. **If you are working outside North Carolina, did you initially look for a job in North Carolina? Would you like to return to North Carolina in the future?**

Looked for job in North Carolina

- ○ Yes ○ No

Wish to return to North Carolina

- ○ Yes ○ No

B-3. **In your present employment do you work for:**

- ○ Federal government
- ○ State government
- ○ Local government
- ○ Private enterprise or self-employed
- ○ Non-profit organization
- ○ Other

B-4. **Indicate the specific industry in which you are currently employed:**

- Agriculture/Farming
- Textiles or Apparel
- Furniture
- Tobacco and Tobacco Products
- Other Manufacturing
- Wholesale & Retail Trade
- Banking, Finance, Insurance, or Real Estate
- Health Services
- Transportation, Communications, Public Utilities
- Education
- Social Work/Public Service
- Military/Intelligence
- Other

B-5. **If you marked "Education" in item B-4 and you are teaching, indicate the control and grade level of the school in which you teach. Others should skip to Question B-6.**

CONTROL

- Public
- Private

GRADE LEVEL

- K-3
- 4-6
- 7-9
- 10-12
- Special Education
- Post-secondary

B-6. Indicate below the category most closely describing your current occupation.

- ○ Professional, technical and kindred workers
- ○ Managers and Administrators, except farm
- ○ Clerical and kindred workers
- ○ Sales workers
- ○ Craftsmen or craftswomen and kindred workers
- ○ Machine operators
- ○ Transportation equipment operators
- ○ Laborers, except farm
- ○ Farmers and farm managers
- ○ Farm laborers and farm supervisors
- ○ Service workers, excluding private household
- ○ Private household workers
- ○ Other

B-7. After you completed requirements for your degree, how long did it take for you to find your present job?

- ○ Held job prior to graduation
- ○ Secured job prior to graduation
- ○ Less than 30 days after graduation
- ○ 30-60 days after graduation
- ○ 61-90 days after graduation
- ○ Over 90 days after graduation

→ **In the time between graduation and your present job, were you unemployed or working on another job?** (Mark all that apply)

- ○ Unemployed
- ○ Working on another job
- ○ Other

B-9. Indicate the number of hours you work in a typical week.

- ○ 1-34
- ○ 35-40
- ○ 41 or more

B-10. How many weeks will you work at your present job this year? (Include paid sick leave and vacation time as work)

- ○ 48 weeks or more
- ○ 35-47 weeks
- ○ 15-34 weeks
- ○ 1-14 weeks

B-11. Indicate how related your present job is to your major field of study.

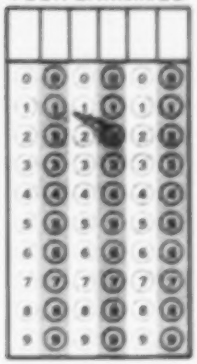
- ○ Directly
- ○ Somewhat
- ○ Not related at all

B-8. Indicate the extent to which you used the following sources of information in your initial search for employment and how helpful those sources were in securing this employment.

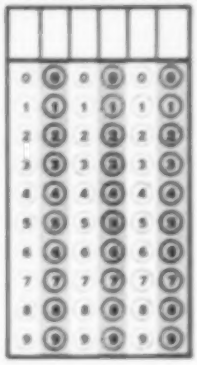
SOURCE	EXTENT: Used Extensively	EXTENT: Used Moderately	EXTENT: Did Not Use	HELPFUL: Very Helpful	HELPFUL: Moderately Helpful	HELPFUL: Not Helpful	HELPFUL: Did Not Use
a. Family and friends	○	○		○	○		
b. Private employment agency	○	○		○	○		
c. Direct individual contact with employer	○	○		○	○		
d. Newspaper advertisement	○	○		○	○		
e. College Career Planning & Placement Office	○	○		○	○		
f. Professional associations or placement service	○	○		○	○		
g. Employment Security Commission	○	○		○	○		
h. Computer Search Service	○	○		○	○		
i. Other (specify)	○	○		○	○		

B-12. Please indicate your current annual income and your spouse's annual income. Remember that this information is kept strictly confidential.

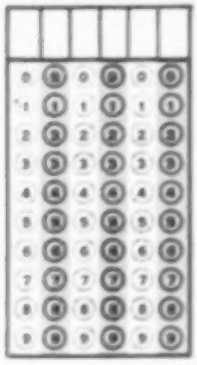
YOUR EARNINGS



SPOUSE'S EARNINGS



INCOME OTHER THAN EARNINGS



B-13. If you are employed outside your major field of study, please indicate the main reason:

- ◯ Never planned to work in my major field
- ◯ Could not find an appropriate job in my major field
- ◯ Developed a new career interest
- ◯ Could not find a job without relocating
- ◯ Better pay
- ◯ Better opportunity for advancement
- ◯ My field is difficult to relate to a specific job
- ◯ To see if I liked this kind of work
- ◯ I have not passed the licensing exam required for my major field
- ◯ This question does not apply to me because I am employed in my field.
- ◯ Other

B-14. Indicate your satisfaction with your present employment.

- ◯ Well satisfied; would not consider leaving
- ◯ Satisfied, but would consider more desirable employment
- ◯ Dislike employment; seeking or will seek other employment
- ◯ Not sure

B-15. If we define underemployment as a condition in which your job requires lower levels of the skill and training than those you acquired in college, would you say that you are currently underemployed?

- ◯ Yes
- ◯ No

B-16. In addition to being employed, are you currently taking courses at a post-secondary institution?

- ◯ Yes, working toward graduate or professional degree
- ◯ Yes, working toward another bachelor's degree
- ◯ Yes, working toward an associate degree
- ◯ Yes, but not enrolled in a degree program
- ◯ No

THANK YOU FOR COMPLETING SECTION B

If you have completed sections A and B, you have finished the survey. Please return the completed form to us in the UNC business reply envelope.

NOTE: On the last page of this questionnaire there is space for written remarks. If you wish to comment on your educational experience, please do so. We will be glad to have your opinions and suggestions.

SECTION C

CONTINUING FORMAL EDUCATION

Please complete this section ONLY if you marked in item A-1 that your primary current activity is continuation of your formal education.

C-1. Indicate the degree you are currently seeking.

- Associate
- Bachelor's
- Master's
- Doctorate (Ph.D., Ed.D)
- Professional degree (M.D., D.D.S., J.D.)
- Not seeking degree

C-2. Is your present program of study in the same discipline area as your bachelor's degree?

- Yes
- No
- Closely related

C-3. Indicate the location and control of the institution you are currently attending.

LOCATION

- In North Carolina
- Outside North Carolina

CONTROL

- Public
- Private

C-4. Describe how well your undergraduate education prepared you for graduate/professional school.

- Well prepared; understand and can perform all that is expected of me
- Adequately prepared
- Not adequately prepared for advanced study
- Not sure
- Does not apply to me — not in graduate or professional school

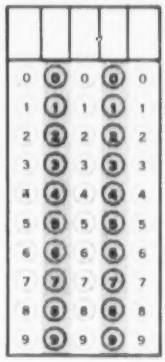
C-5. Indicate the primary and all other sources of income you have used this year to meet your educational expenses.

Primary (Mark only one)

Other (Mark all that apply)

- Fellowships
- Teaching/research assistantships
- Nonacademic job
- Spouse's job
- Savings
- Investments
- Aid from family
- Personal loan
- Government or institutional loan
- Other

C-6. How much money have you borrowed to meet these expenses?



C-7. When you complete your graduate or professional program, where do you anticipate working?

- Agriculture
- College or university
- Elementary or secondary school
- Business
- Government
- Non-profit organization (other than schools or government)
- Other
- Don't know

C-8. When you go to work after you have completed your current program or programs, which activity do you anticipate will be your primary activity?

- Teaching
- Research
- Administration/management
- Clinical work
- Sales/information services
- Technical services
- Other
- Don't know

THANK YOU FOR COMPLETING SECTION C

If you have completed sections A and C, you have finished the survey. Please return the completed form to us in the UNC business reply envelope.

NOTE: On the last page of this questionnaire there is space for written remarks. If you wish to comment on your educational experience, please do so. We will be glad to have your opinions and suggestions.

SECTION D

OTHER ACTIVITIES

Please complete this section ONLY if you marked in item A-1 that you are a full-time homemaker or unemployed.

DIRECTIONS

Please answer questions below according to your response to question A-1:

Answer questions D1-3 if your primary current activity is Homemaker

Answer questions D4-6 if your primary current activity is Unemployed and actively seeking work

Answer questions D7-9 if your primary current activity is Unemployed and not seeking work but plan to within 6 months

Answer questions D10-12 if your primary current activity is Unemployed and do not plan to seek employment

HOMEMAKERS

D-1. Since the date of your graduation, have you worked outside the home?

Yes
No

D-2. How long have you been a homemaker?

Less than one month
2-4 months
5-7 months
7 months or more

D-3. Which of the following activities do you expect to pursue in the next five years? (Mark all that apply)

Continue full-time homemaking and/or childrearing
Seek full-time or part-time work
Engage in further formal education
Individual pursuits (e.g., writing, painting, etc.)
Other

Homemakers — you have completed our questionnaire; skip to the end of Section D.

UNEMPLOYED/SEEKING WORK

D-4. Since the date of your graduation, have you worked? (either full-time or part-time?)

Yes
No

D-5. How long have you been without a job? How long have you been looking for work?

UNEMPLOYED

Less than one month
2-4 months
5-7 months
7 months or more

LOOKING FOR WORK

Less than one month
2-4 months
5-7 months
7 months or more

D-6. What has been the single biggest problem you've encountered while looking for work?

Lack of mobility, e.g., cannot move because of spouse's job
Cannot find a job with desirable characteristics (location, salary)
Lack of jobs in my field
Lack of experience for job(s) sought
Lack of skills and education for the job(s) sought
Racial discrimination
Lack of information about where and how to look for a job
Sex discrimination
Lack of confidence in what I can and want to do
Overqualified, my skills and education exceeded those required for available jobs
Physical handicap
Did not pass licensing exam in my field
Other (Please specify in Comments Section)

Unemployed workers — you have completed our questionnaire, skip to the end of Section D.

UNEMPLOYED/NOT SEEKING WORK, BUT PLAN TO

D-7. Since the date of your graduation, have you worked? (either full-time or part-time?)

- ○ Yes
- ○ No

D-8. How long have you been without a job?

- ○ Less than one month
- ○ 2–4 months
- ○ 5–7 months
- ○ 7 months or more

D-9. Indicate the reason you are not currently seeking work.

- ○ Health problems
- ○ Pregnancy
- ○ Wanted a break — do not want to work at this time
- ○ Planning to continue education
- ○ Discouraged from past experience — do not expect to find a job
- ○ Travel
- ○ Lack of mobility, e.g., cannot move because of spouse's job
- ○ Physical handicap
- ○ Did not pass licensing exam in my field
- ○ Other (Please specify in Comments Section)

Unemployed workers planning to seek work — you have completed our questionnaire, skip to the end of Section D.

UNEMPLOYED, NOT SEEKING WORK

D-10. Since the date of your graduation, have you worked? (Either full-time or part-time)

- ○ Yes
- ○ No

D-11. How long have you been without a job?

- ○ Less than 1 month
- ○ 2–4 months
- ○ 5–7 months
- ○ 7 months or more

D-12. Indicate the reason you do not plan to seek employment.

- ○ Health problems
- ○ Wanted a break — do not want to work at this time
- ○ Lack of mobility, e.g., cannot move because of spouse's job
- ○ Planning to continue education
- ○ Discouraged from past experience — do not expect to find a job
- ○ Travel
- ○ Lack of jobs in my field
- ○ Physical handicap
- ○ Did not pass licensing exam in my field
- ○ Other (Please specify in Comments Section)

THANK YOU FOR COMPLETING SECTION D

If you have completed Sections A and D, you have finished the survey. Please return the completed form to us in the UNC business reply envelope. Thank you.

NOTE: There is space below for written remarks. If you wish to comment on your educational experience, please do so. We will be glad to have your opinions and suggestions.

COMMENTS

Is there anything else you would like to tell us about your education and post-graduation experiences? If so, please use this space for that purpose.

Also, any comments you wish to make that may help us in future efforts to understand the concerns of new graduates will be appreciated, either here or in a separate letter.

CONTINUE COMMENTS ON NEXT PAGE